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ABSTRACT

Accomplishments of St. Mary's University Student Retention Task Force are addressed. After reviewing the literature on the correlates of retention and approaches to improving student retention, statistical results of the 1982 administration of the Student Opinion Survey of the American College Testing program are provided. This survey explores perceptions of enrolled students regarding the programs, services, and environment of the institution. The statistical results of a 4-year retention study, which followed each entering freshman class through graduation, beginning with the fall 1979 class, are also presented. Enrollments for the beginning of each semester are indicated for each of the following categories of students: freshmen entering college directly after high school, freshmen entering college 1 or more years after high school, and freshmen admitted on a conditional basis. Additional contents include: results of a followup survey of dropouts, a proposal for an exit interview, a summary of recommendations of the task force, a sample Student Opinion Survey, information materials provided to students who are considering withdrawal, a student exit interview/survey, and results of a Southern Illinois University withdrawal survey. (SW)

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St. Mary's University
of San Antonio

1982-1983 Report

of

Student Retention Task Force

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- REPORT -

STUDENT RETENTION TASK FORCE

May 24, 1983

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BACKGROUND - THE STUDENT RETENTION TASK FORCE

During early August, 1982, Dr. Daniel Carey, Vice President for Student Services was charged with the task of outlining and implementing a comprehensive retention plan for St. Mary's University, by President David Paul. In discussion with Dr. Bradford I. Brunson, the newly appointed Director of the University Counseling Center, the groundwork for that plan began. Dr. Brunson responded with a series of suggestions pertaining to retention research/study projects aimed at understanding the process of student attrition at St. Mary's University that would build upon existing programs currently funded under Title III grants. The purpose of these plans would be to utilize the information gathered to provide a better understanding and potential program direction for students voluntarily leaving the University, prior to graduation. The first meeting of the Student Retention Task Force was held on August 26, 1982. At that time, Dr. Daniel Carey addressed the group, speaking of the need for a formal committee to develop a comprehensive plan designed to address student retention/attrition issues at St. Mary's University. Dr. Carey outlined the initial direction of the committee to focus on the following issues: 1) Appointment of the Task Force; 2) To gather necessary data base; 3) Continued research and interpretation of retention data; 4) To develop and disseminate the plan; 5) To organize workshops and to train staff; and, 6) To compile follow-up reports, evaluate and revise strategies and programs.

The composition of the Student Retention Task Force began to take form with the appointment of Dr. Brunson as chairperson. Initial members included: Sandi Boyd, Lori Dainas, Filo Maldonado, Diane Kegeer, and Daniel Carey. Three faculty members were later added to the committee: Dr. Bill Crane, Ruben Candia, and Gloria Hilario. Two student members were also added: Kerby Johnson and Amber Gordon. Near the end of the Spring semester, 1983 Dr. Daniel Rigney and Dr. Charles Cotrell were included as consultants and Richard Castillo joined the committee as a new member.

A variety of issues were covered in series of meetings throughout the Fall and Spring semester of the 1982-1983 academic year. This document summarizes the more important elements and accomplishments of this Student Retention Task Force.

This document is divided into six basic content areas: Introduction, Results of the ACT Student Opinion Survey (a campus-wide health check), Results of the Four-Year Attrition Study, Summary of Reasons Why Students Leave St. Mary's University, Proposal for an Exit Interview/Withdrawal Policy, and a Summary of the Recommendations of the Student Retention Task Force.

INTRODUCTION TO THE PROBLEM OF STUDENT RETENTION

The demographic events confronting American colleges and universities have led many institutional leaders to search for "new" and "creative" solutions to their institution's actual or anticipated enrollment problems (Green, 1983). On many campuses, this quest has led administrators and faculty to examine campus retention efforts. A growing number of campus leaders recognize that stable enrollment depends as much on retaining students as it does on recruiting them. Campus retention efforts, traditionally identified with the often low-status student personnel side of campus management, are now frequently the concern of main-stream academic administrators worried about stable enrollments and institutional survival in the 1980's. In short, retention is an answer to campus enrollment problems (Green, 1983).

Faculty and administrators have come to realize that campus retention efforts are among the most cost-effective investments possible for maintaining and enhancing enrollments. In contrast to recruitment, which focuses on students who are making a selection decision about a particular college, retention efforts help students who are currently enrolled in the college. Perhaps that is why 85 percent of the nation's college presidents responded affirmatively to a recent survey question that asked if "their institution should devote more attention and resources to the issue of student retention and reducing the droput rate" (Baldridge, Kemerer, and Green, 1982, p. 35).

Tens of thousands of students enter American colleges and universities each fall; the vast majority of them plan to earn a bachelor's degree. Yet an enormous number of college students become college droputs. Roughly half of all students entering four-year institutions never graduate from the college they entered as freshmen; approximately 30 percent never graduate from any college. In two-year institutions, 80 percent of the entering students who say they hope to complete a bachelor's degree never do; nearly 75 percent of the BA-seeking students in two-year colleges never even complete an AA degree (Green, 1983).

For most institutions, attrition is largely a freshman problem: nearly 60 percent of the students who drop out of a typical college do so during or just after their first year (Green, 1983). Given these data, it is clear why growing numbers of institutions are more concerned about student retention than ever before.

Stable enrollments ultimately depend on the retention of currently enrolled students as well as the steady inflow of new students. According to a recent Carnagie Council report, increased attrition - not recruitment difficulties - is the cause of enrollment problems among institutions that actually experienced enrollment declines during the past decade (Stadtman, 1980, p. 156). Indeed, for many institutions, "retention may be the key issue in enrollment planning," particularly when such efforts focus on the non-academic causes of attrition (Mingle and Norris, 1981, p. 53).

From the literature describing the correlates of retention - factors that imply fruitful retention strategies - there are a number of findings related to student and institutional characteristics, as well as to student-institution fit. Among student characteristics, academic abilities and high school grades, aspirations and motivations, and finances (both perceived and actual) all seem to have a relatively high correlation with retention. Among the institutional characteristics correlated with retention were the prestige of the academic standing of the institution; adequacy of student support services; availability of residence hall accomodations; and the quality of faculty, staff, and student interactions. Regarding the student-institution fit, a number of theories attempt to explain why this factor is so important. These theories emphasize a variety of factors, including moral, social, and academic integration of students with campus life; the responsiveness of the institution to student needs; and how well the institution realizes student expectations and needs (Lenning, Sauer, and Beal, 1980).

A second kind of student retention research available in the literature focuses on the

practical application of retention strategies and their effectiveness in improving student retention. One of the first, most comprehensive, national surveys of action programs designed to improve retention was the "What Works in Student Retention?" study (WWISR) conducted by Beal and Noel (1980). The action literature has been categorized under two major headings: simple facet retention approaches and multi-faceted approaches to improving retention (Lenning, Sauer, and Beal, 1980). Among the single facet strategies that have received much attention in the literature and that are more frequently encountered on campuses, according to Beal and Noel (1980), are special early-warning and follow-up programs, orientation programs, advising and counseling efforts, and attempts to provide more learning opportunities and academic support for students. Beal and Noel also report that these strategies are among the more successful kinds of retention efforts that have been tried. Other strategies described in the literature as being very important but encountered less frequently in campus retention programs focus on admissions and recruiting; exit interviews; extracurricular activities; faculty, staff and curricular development; financial aid; housing; and policy changes. Another type of action retention strategy combines two or more single-facet approaches. Although multifaceted programs are relatively infrequent in the literature, well-designed multifaceted programs clearly can be effective in improving retention.

Multifaceted approaches to student retention, where everyone on campus participates in some manner, can be even more effective in improving retention rates than focusing on a single approach. The literature supports attempts by colleges that would combine different programs to improve retention. Several programs working together could have a symbiotic effect and result in increased effectiveness and retention.

For all the types of retention programs referred to above, there also have been cases

of failing to significantly influence student retention. Therefore, how the program is carried out (process), and the way that faculty, staff, and students are prepared for and involved in the program, are crucial factors. Furthermore, the specifics that are effective at one institution may not be effective at another. The relationships among and interactions between institutional, faculty and staff, student, and action p-ogram characteristics are determining factors. The particular program called for depends on an analysis of attitudes, relationships, faculty and staff capabilities and readiness, student groupings, student needs, projected alternative cost/benefit feasibility, etc. It is clearly an individual institution decision, although knowing what has worked in other institutions and under what conditions can be helpful. An experimental tryout of the tailored approach with small numbers of students may be called for before large-scale implementation is attempted.

For any post-secondary institution, the task of increasing student retention is momentous because it will determine the survival of the institution, because it will force the institution to examine itself closely (and what is observed will not always be pleasant or easy to accept), and because retention-related strategies often generate significant improvements in the services and programs of the institution (Noel, 1978).

The goal of increased student retention can best be realized if two essential conditions are met. First, a genuine concern about student retention and a commitment to develop and implement retention strategies must be visible at all levels of the institution - from the chief administrator to part-time support staff (Noel, 1978). This institution-wide interest in retention must affect decisions about institutional priorities and the allocation of resources; it must also affect the formal and informal rewards systems that operate at various institutional levels. Staff performance in the area of retention must be evaluated. Staff members who contribute to retention efforts should be recognized and rewarded (Noel, 1978). Without institution-wide

interest and formal performance evaluation, retention activity will remain peripheral or incidental. The second essential condition is equally comprehensive: To be effective, a retention strategy must affect all points where students interact with the institution. Advising should not be singled out as the "key" to retention, nor should admissions be described as the "critical component." Obviously, both functions are important, but an effective retention strategy must involve all functional units of the institution in order to affect all aspects of the student flow.

It is desirable to dispel the myth that droputs/stopouts consist of a single group which can be described by a common set of experiences or characteristics. In fact, the environmental and/or personal factors which differentiate dropouts/stopouts from persisters require that dropouts/stopouts be classified into one of several distinct types:

I. Crisis Students.
II. Students with Financial Problems.
III. Students with Personal/Social Problems.
IV. Students with Academic Problems.

Crisis Students - This group would include a personal illne-s, family illness or death, injuries, work conflicts, babysitting, and other environmental blocks. While some students may persist when faced with these types of problems (e.g., attend classes on crutches), the desicion to leave is a reasonable response for students under these types of pressure.

New programming for these students does not appear to be justified except perhaps for increasing babysitting sources and responding more effectively to work conflicts. As a general rule, every attempt should be made to facilitate the withdrawal of students WITH CRISIS PROBLEMS. We should strive to leave these students with the feeling that we understood and were concerned about their situation and supportive of the priorities they have adopted.

Students with Financial Problems - Generally, these would be students who report an inability to pay fees, lack of money to pay housing or food costs, or concern about going into debt.

It would be difficult to determine if students who report dropping/stopping out for these reasons are any worse off than the variety of students who continue. The limited research evidence would suggest that the magnitude of their financial problems is no greater than that of many other students. Many dropouts/stopouts of this type would simply fail to enroll rather than withdrawing after enrolling. Programs of these students probably should focus on increasing their motivation for college since others with equally serious financial concerns persist. Such programs could be held near the end of each semester, when advisors could make appropriate referrals.

Students with Personal/Social Problems - This category would include a variety of problems. Most of these problems are not catastrophic but are debilitating and can lead to a decision either to leave the University or to not re-enroll. Examples include: homesickness, emotional strain, lack of personal time, difficulties with (or lack of) social interaction, housing, and close personal relationships with people not in the San Antonio area (e.g., boyfiend/firlfriend living in Chicago).

The dynamics underlying these problems are complex and often idiosyncratic. Some generalizations may be supported, however. For many first-time students, failure to establish adequate social interaction is related to competing personal and social ties in their home environment. To maintain these ties require considerable time and effort (e.g., going home on weekends), and students often discover that theylack the capacity (both physical and emotional) necessary to maintain and fulfill their academic obligations.

The personal/social problems of some continuing students may be related to their involvement in "outside" activities at the University, for low ability students, this

may be often expressed by over involvement depriving them of the time needed for successful academic functioning. For high ability students, low involvement may be more true; such students become isolated and withdrawn and display loss of interest as academic apathy. For both groups, inappropriate balance in personal involvement may have low academic grades as a concommitant.

Given the diversity of problems described above, no single program will be appropriate for large numbers. The student who may be strongly motivated to retain close personal ties away from St. Mary's may appear to be a poor candidate for retention. It appears to be inappropriate to develop programs designed to reduce satisfactions derived from meaningful relationships. Programs directed at "involvement" problems might be coordinated through living groups. Depending upon the ability level fo the students, these programs need to address quite different dynamics in order to improve academic performance through a better-balanced and, perhaps, richer life.

Students with Academic Problems - Students in this group may report a variety of problems including: poor academic performance, academic performance which is lower than they expected, getting behind in their work, loss of interest, being turned off by the University, and program selection problems.

Basically, these encompass two broad types of problems, problems in performance and indifference. Both may be expressed through low grades or through grades lower than appropriate to the individual's capacity and self-esteem.

Students that may be classified as having "performance problems" generally are already sold on value of higher education and the desirability of being successful academically. Examples include many who are in academic jeopardy and many whose grades are unsatisfactory only to themselves. "Indifferent" students include those who are "turned off by courses", feel teachers do not care about them, feel uncommitted to an academic program, are unmotivated and tired of school, or have no educational goal or plan.

Programs for students with performance problems could take one of two forms. The first form is a skill oriented approach. Many of these students lack basic academic skills (as evidenced by lower ACT's and poor performance in high school). The key to working with this group is early identification and programming. Poor performance during the initial semester is not only discouraging for the average student, but can be nearly impossible to overcome. The two most appealing courses are to identify them by ACT and high school grades as part of the academic advising process and/or through an early reporting system for freshman courses designed to identify students who are having academic difficulties. For both groups, the programs would focus upon course selection and skills development (e.g., study skills, developmental reading).

Programs for the academically indifferent presents a special problem. The traditional approach has been to utilize vocational and educational development courses, workshops, and/or counseling. For some students, this may be beneficial. A different approach requires developing "Stop out" programs which, while encouraging students to take a year off to work, retains contact with them, offers advising opportunities, and builds a bond between the University and the student. This time out from academic work would allow students to re-evaluate their goals and, hopefully, provide a perspective as to the value of the degree. Again, the key is early identification; this appears to require the skill and effort of academic advisors, who are in a position to steer appropriate students into such a program on a timely basis.

SUMMARY

The research evidence is clear that approximately 70 percent of the students who do drop out of college eventually return and complete a degree program, albeit not necessarily at the institution of initial enrollment. As I have noted, some students may be just stopping out and plan to return to St. Mary's (e.g., illness), and little effort should be directed at this group. Further, many students will drop out because

of environmental problems (e.g., close personal friend elsewhere), and new programs seem inappropriate for this group also.

There may be some payoff in programs which clear the temporal environmental block related to money worries, personal/social difficulties, academic performance problems, or academic indifference. Success depends on early identification and the development of programs which are sensitive to the unique aspects of each group. Previous research suggests that once students have decided to withdraw (either during the semester or by not re-enrolling), it may be too late to direct them to sources of assistance.

We have tended to separate problem groups into distinct categories; in reality, some students will be in several categories simultaneously, this is especially true for the personal/social and academic areas. We cannot determine at this time if academic problems will lead to personal/social problems or the opposite; clearly difficulties in one are will often be associated with difficulties in the other. We are not dealing primarily with students who are academically unsuited or unprepared for college, but rather with those who need help in understanding themselves, overcoming the obstacles they encounter, and developing personal maturity.

INFORMATIONAL DEMANDS

For many years, postsecondary institutions have collected information to help evaluate their programs and to help them plan for the needs of future students. During the past decade, however, these informational demands have increased sharply, requiring more and varied types of data. A multiplicity of political, social, financial, and educational pressures and trends have accounted for these increasing informational demands. These factors include the following:

Declining Enrollments and College Attrition

Decreasing enrollments are a matter of record at many colleges and universities. These declining enrollments are causing serious problems for the institutions and have encouraged them to seek new ways of attracting and retaining students. In spite of these efforts, many students who enter postsecondary institutions fail to complete their educational programs and receive degrees. Because the dropout problem is highly complex, it is unlikely that postsecondary institutions will find easy solutions to it. The number of interacting variables affecting retention and attrition is very large and, further, may vary across institutions (Ott, 1978).

Reducing Funding

Many postsecondary institutions face an uncertain financial future. These financial conditions coupled with declines in enrollment have necessitated retrenchment and extensive "belt-tightening" at many institutions. For these reasons, college administrators need more comprehensive data concerning the relevance and cost-effectiveness of the programs they offer.

Increased Demands for Accountability

The increasing costs of education combined with an erosion of confidence in educational institutions have led to escalating demands for accountability. As a result, institutions are seeking ways to document their successes in meeting societal and individual needs and in accomplishing their educational purposes.

Accreditation Requirements

From time to time institutions are required to collect and report evaluation data necessary for accreditation review. The views of current and former students may play an important role in the review process, and provide an additional source of data concerning the quality of the institution.

The Changing Student Population

Traditionally, the typical college student has been an individual in his or her late teens or early twenties who entered college immediately upon completing secondary school. During the next decade, an increasing number of nontraditional students (primarily adult learners) will enter postsecondary institutions. These new students will most likely require different schedules, programs, and services than those currently offered. Planning for the needs of these students will become increasingly important to the survival of the institutions.

Expanded Data Requirements

In the past, institutions were seldom required to provide any outcome data beyond average scores of achievement instruments dealing primarily with cognitive skills. Today, data are required for such varied purposes as assessing educational impact, program review, federal report preparation, and institutional self-study. These data may include measures of students satisfaction, extracurricular involvement and non-academic development. Such measures often require input from faculty, administrators, students and alumni of the institution. Micek, Service, and Lee (1975) summarize the need for a wide range of data in the following statement: "While information about institutional and program outcomes is not a cure-all for educational problems, it can help institutions determine where they stand, assess how well they are performing, examine what impacts they are having, and identify directions they should pursue in the future."

ACT STUDENT OPINION SURVEY

The American College Testing Corporation (ACT) has assisted many colleges and universities to address issues such as those listed above. As part of this effort, ACT developed numerous survey instruments to address specific measurement topics in a wide range of areas. In addition to the development of the instruments, ACT assisted institutions with other survey-related tasks such as sample selections, instrument "scoring," and preparation of statistical reports and executive summaries. With the aid of this experience, ACT has developed the Evaluation/Survey Service (ESS) to aid local institutions in conducting evaluation studies. The primary purpose of the ESS is to assist educational institutions and agencies in the collection, interpretation, and use of student survey data for such purposes as institutional planning, research, evaluation, and self-study.

During the Fall semester of 1982, the Student Retention Task Force utilized the experience and expertise of the ACT's ESS and administered the Student Opinion Survey. The purpose of the Student Opinion Survey (see Appendix A) is to explore perceptions of enrolled students regarding the programs, service, and environment of the institution. This four-page, 8-3/4" x 11", optically scannable document takes approximately 20 minutes to administer and contains the following sections: Background information; College Services; College Environment; and Additional Questions. Section I contains a variety of demographic and background variables including Social Security number, age, racial/ethnic group, class, sex, marital status, major, and occupational choice. Sections II and III contain items which enable college personnel to assess student satisfaction with specific services and programs provided by the institution. The students are asked to identify their level of satisfaction with a variety of characteristics of the college environment on a five-point scale (5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied). Section IV of the instrument provides answer spaces for up to 30

locally-designed questions (with up to 12 possible choices per question).

The data from the Student Opinion Survey administered during the Fall Semester of 1983 to St. Mary's University students are presented in the following tables.

ACT STUDENT OPINION SURVEY REPORT

SECTION I: RESPONDANT PROFILE.

Category		Percentage
Age:	17-22 years old	78.1%
	23-25 years old	9.3%
	25 and older	12.6%
Racial/Ethnic Group:		
	Black	4.5%
	Indian/Alaskan	0.4%
	Anglo	41.9%
	Mexican/Chicano	38.9%
	Oriental/Asian	1.8%
	Other-Hispanic	4.1%
	Other	3.1%
Class Level:		
	Freshmen	17.8%
	Sophomore	23.1%
	Junior	23.7%
	Senior	27.5%
	Grad/Law	6.8%
	Other	0.6%
Purpose for Entering This College:		
	No goal in mind	2.1%
	Take job courses	0.5%
	Self-improvement	0.9%
	Plans to transfer	1.8%

Category	Percentage
Certification	1.3%
Voc/Tech Program	0.3%
Associate Degree	0.7%
B.S./B.A. Degree	82.0%
Masters Degree	6.7%
Ph.D./Professional Degree	3.3%
Sex:	
Male	46.5%
Female	52.8%
Blank	0.7%
Marital Status:	
Single	89.5%
Married	8.5%
Separated	0.4%
	1.5%
Hours Employed Per Week:	
Zero or odd jobs	37.7%
1 - 10 hours	7.2%
11 - 20 hours	29.0%
21 - 30 hours	13.4%
31 - 40 hours	6.7%
Over 40 hours	5.0%
Current Enrollment Status:	
Full-time	90.6%
Part-time	9.3%

Category	Percentage
Residence Classification:	
In-state	81.5%
Out-of-state	12.7%
International	5.1%
School Attended Prior to St. Mary's:	
High School	66.2%
Voc/Tech School	1.2%
2-year college	15.3%
4-year college	12.8%
Grad/Prof.School	2.1%
Residence at College:	
Residence Hall	40.0%
Frat. or Sorority House	0.5%
Room or Apartment	14.4%
Parents home	34.2%
Own home	9.2%
Do You Receive Financial Aid?:	
Yes	62.0%
No	37.6%
College Major:	
Undeclared	1.6%
Biological Sciences	11.5%
Business/Commerce	28.8%
Communications	4.7%
Computer Science	7.7%
Education	4.7%

Category	Percentage
Engineering	4.2%
Applied/Fine Arts	0.7%
Foreign Languages	0.1%
Health Professions	0.8%
Mathematics	0.7%
Physical Sciences	2.6%
Community Service	4.8%
Social Sciences	20.7%
Technical	0.3%

SECTION II: COLLEGE SERVICES

Strong Satisfaction:

Service	Percent Using	Mean Satisfaction	Percent dissatisfied or very dissatisfied
Personal Counseling	32	4.0	7.0
Library facilities and service	95	4.0	9.6
College-sponsored tutorial services	24	4.1	10.9
College orientation program	58	4.0	4.8
Honors programs	11	4.0	3.6
Veteran's services	6	4.3	0.0
Day care services	1	4.3	0.0
Moderate Satisfaction:			
Academic Advising	73	3.8	10.3
Career Planning	25	3.8	9.9
Job placement	25	3.6	18.6
Recreational/Intramural programs	44	3.8	8.1
Student health services	50	3.8	10.7
Student Health Insurance	11	3.4	16.5
Financial aid services	60	3.8	16.8
Student employment services	33	3.9	10.4
Residence Hall Services	43	3.5	19.1
College-sponsored social activites	67	3.9	6.4
Cultural programs	24	3.6	14.7
Credit by examination programs	37	3.9	6.8
College mass transit services	59	3.8	7.2
Dissatisfaction:			
Food services	75	2.6	45.5
Computer services	39	3.0	35.7
Parking facilities & services	72	2.8	44.3

SECTION III: COLLEGE ENVIRONMENT

Strong Satisfaction With:	Mean Satisfaction	Percent dissatisfied or very dissatisfied
Course content in major field	4.0	8.8
Instruction in major field	4.0	7.8
Out-of-class availability of instructors	4.1	3.9
Attitude of faculty toward students	4.2	5.1
Class size	4.3	1.0
Availability of advisor	4.0	7.6
College/admissions publications	4.0	2 7
Classroom facilities	4.0	4.6
Racial harmony	4.0	3.6
College in general	4.1	4.1
Moderate Satisfaction With:		
Testing/Grading system	3.8	5.1
Flexibility to design own program	3.8	9.9
Information provided by advisor	3.8	10.9
Preparation for future occupation	3.8	10.9
General admissions procedures	3.8	10.4
Financial aid information prior to enrolling	3.7	11.0
Accuracy of college information	3.9	6.4
Rules governing student conduct	3.6	7.2
Residence hall rules and regulations	3.4	11.7
Academic probation and suspension policies	3.5	4.4
Laboratory facilities	3.5	11.2
Study areas	3.8	10.7
Student union	3.5	9.9
Campus bookstore	3.5	18.3
Condition of buildings and grounds	3.8	8.9
Registration procedures	3.6	14.5

	Mean Satisfaction	Percent dissatisfied or very dissatisfied
Academic calendar	3.8	8.3
Concern for individual student	3.8	9.4
Attitude of staff towards students	3.7	9.7
Opportunities for student employment	3.5	11.7
Opportunities for student involvement	3.9	5.4
Religious activities and programs	3.9	3.3
Campus media	3.5	18.6
Dissatisfaction With:		
Variety of courses offered	3.5	21.7
Student voice in college policies	3.3	16.8
Use of student activity fee	2.9	30.4
Personal security/safety on campus	3.3	23.7
Athletic facilities	3.1	22.5
Availability of student housing	3.3	11.0
Availability of courses at attractive times	3.1	32.2
Billing and fee payment procedures	3.3	26.4
Student government	3.3	11.4

SECTION IV: OPTIONAL ITEMS

Item 1) Do you feel that student course/instructor evaluations are relevant and necessary for the overall evaluation of the faculty?

Mean satisfaction	Percent dissatisfied or very dissatisfied
4.2	8.1

Item 2) Do you feel the student course/instructor evaluation are adequate to allow the student to evaluate the course and/or the instructor in a fair manner?

Mean satisfaction	Percent dissatisfied or very dissatisfied
3.4	24.5

Item 3) Do you feel that the student course/instructor evaluations provide for student confidentiality?

Mean satisfaction	Percent dissatisfied or very dissatisfied
4.1	3.4

Item 4) Do you attend day classes?(to evening students only).

Yes: 9.2%

No: 6.8%

Not applicable: 84.0%

FOUR-YEAR RETENTION STUDY

A comprehensive retention/attrition research study has been designed and implemented in order to establish a student retention/attrition data base for St. Mary's University. This project has been endorsed by the Student Retention Task Force, and accomplished through cooperative efforts of the University Counseling Center and the SDIP Title III Grant office. The design of the study is to follow each entering freshmen class through graduation, beginning with the Fall class of 1979.

The freshman class has been divided into three main categories: Traditional freshmen (those who enter college directly after completion of high school); Nontraditional freshmen (those who enter college one or more years after completion of high school); and Conditional freshmen (those who are admitted to St. Mary's University on a conditional basis due to weak academic grades in high school or low scores on college entrance exams.)

The conditional students are enrolled in a special summer program which provides class assistance in the following areas: study skills, college adjustments/orientation, and academic/career advisement. They are also enrolled in a Freshman English class (EN1311). Through the special assistance and support of the program, conditional students have the opportunity to successfully make the transition from high school to college.

For each entering class, two reports have been generated: chronological and cumulative. The chronological report denotes the number of students present at the beginning of each semester. This number changes semester by semester, thus creating a new baseline upon which the attrition percentage is computed. In the cumulative report, the baseline is constant. Thus, comparisons can be made between semesters concerning the attrition percentage.

The number of students who did not return and were also placed on scholastic suspension have been noted in the charts. Early graduates for the entering class of 1979 have also been noted.

CHRONOLOGICAL REPORT: TRACKING FALL, 1979 ENTERING CLASS

SPRING SEMESTER, 1980

	Students Entering Fall, 1979	Students Not Returning Spring, 1980	Percent Loss	Students Remaining Spring, 1980
Traditional	344	18	5.23	326
*Conditional	103	3	2.91	100
Sub-Total	447	21	4.69	426
Non-Traditional	35	7	20.00	28
Total	482	28	5 80	454

* Seven (7) conditional students were also non-traditional (graduated high school prior to 1979).

FALL SEMESTER, 1980

	Students Remaining Spring, 1980	Students Not Returning Fall, 1980	Percent Loss	Students Remaining Fall, 1980
Traditional	326	69[1]	21.16	257
Conditional	100	12[2]	12.00	88
Sub-Total	426	81	19.01	345
Non-Traditional	28	10	35.71	18
Total	454	91	20.04	363

1 = One (1) traditional student was suspended.
2 = One (1) conditional student was suspended.

SPRING SEMESTER, 1981

	Students Remaining Fall, 1980	Students not Returning Spring, 1981	Students Readmitted	Net Loss	Percent Loss	Students Remaining Spring, 1981
Traditional	257	16[1]	3	13	5.05	244
Conditional	88	8	0	8	9.09	80
Sub-Total	345	24	3	21	6.08	324
Non-Traditional	18	2[2]	1	1	5.55	17
Total	363	26	4	22	6.06	341

1 = Two (2) traditional students were suspended.
2 = One (1) non-traditional student was suspended.

Chronological Report: (cont'd)
Page 2

FALL SEMESTER, 1981

	Students Remaining Spring, 1981	Students Not Returning Fall, 1981	Students Readmitted	Net Loss	Percent Loss	Students Remaining Fall, 1981
Traditional	244	43[1]	3	40	16.39	204
Conditional	80	13[2]	4	9	11.25	71
Sub-Total	324	56	7	49	15.12	275
Non-Traditional	17	3	2	1	5.88	16
Total	341	59	9	50	14.66	291

1 = Six (6) traditional students were suspended.
2 = Two (2) conditional students were suspended.

SPRING SEMESTER, 1982

	Students Remaining Fall, 1981	Students Not Returning Spring, 1982	Students Readmitted	Net Loss	Percent Loss	Students Remaining Spring, 1982
Traditional	204	10[1]	5	5	2.45	199
Conditional	71	5	1	4	5.63	67
Sub-Total	275	15	6	9	3.27	266
Non-Traditional	16	3	0	3	18.75	13
Total	291	18	6	12	4.12	279

1 = Two (2) traditional students were suspended.

FALL SEMESTER, 1982

	Students Remaining Spring,82	Spring-Summer,82 Graduates	Students Remaining Spring,82 (who did not graduate)	Students Not returning Fall, 82	Students Readmitted	Net Loss	Percent Loss *(Adjusted)	Students Remaining Fall, 82
Traditional	199	7	192	14[1]	12	2	1.04	190
Conditional	67	1	66	10[2]	1	9	13.63	57
Sub-Total	263	8	258	24	13	11	4.26	247
Non-Traditional	13	1	12	1	2	+ 1	-	13
Total	279	9	270	25	15	10	3.70	260

* Adjusted for early graduates.
1= One (1) traditional student was suspended.
2= Three (3) conditional students were suspended.

Chronological Report: (cont'd)
Page 3

SPRING SEMESTER, 1983

	Students Remaining Fall, 82	December,82 Graduates	Students Remaining Fall, 82 (who did not graduate)	Students Not returning Spring, 83	Students Readmitted	Net Loss	Percent Loss *(Adjusted)	Students Remaining Spring,83
raditional	190	5	185	19[1]	2	17	9.18	168
onditional	57	2	55	8[2]	1	7	12.72	48
ub-Total	247	7	240	27	3	24	10.00	216
on-raditional	13	1	12	5[3]	0	5	41.66	7
otal	260	8	252	32	3	29	11.50	223

* Adjusted for early graduates.
1 = Two (2) traditional students were suspended.
2 = Three (3) conditional students were suspended.
3 = One (1) non-traditional student was suspended.

CUMULATIVE REPORT: FALL 1979, ENTERING CLASS

SPRING SEMESTER, 1980

	Fall, 1979 Entering Class	Students Not Returning Spring, 1980	Attrition Percentage	Students Remaining Spring, 1980
Traditional	344	18	5.23	326
*Conditional	103	3	2.91	100
Sub-Total	447	21	4.69	426
Non-Traditional	35	7	20.00	28
Total	482	28	5.80	454

* Seven (7) conditional students were also non-traditional (graduated high school prior to 1979)

FALL SEMESTER, 1980

	Fall, 1979 Entering Class	Students Not Returning Through Fall, 1980	Cumulative Attrition Percentage	Students Remaining Fall, 1980
Traditional	344	87[1]	25.29	257
Conditional	103	15[2]	14.56	88
Sub-Total	447	102	22.81	345
Non-Traditional	35	17	48.57	18
Total	482	119	24.68	363

1 = One (1) traditional student was suspended.
2 = One (1) conditional student was suspended.

SPRING SEMESTER, 1981

	Fall, 1979 Entering Class	Students Not Returning Through Spring,'81	Students Readmitted	Cumulative Net Loss	Cumulative Attrition Percentage	Students Remaining Spring,'81
Traditional	344	103[1]	3	100	29.06	244
Conditional	103	23[2]	0	23	22.33	80
Sub-Total	447	126	3	123	27.51	324
Non-Traditional	35	19[3]	1	18	51.42	17
Total	482	145	4	141	29.25	341

1 = Three (3) traditional students were suspended.
2 = One (1) conditional student was suspended.

FALL SEMESTER, 1981

	Fall, 1979 Entering Class	Students Not Returning Through Fall, 1981	Students Readmitted	Cumulative Net Loss	Cumulative Attrition Percentage	Students Remaining Fall, 198
Traditional	344	146[1]	6	140	40.69	204
Conditional	103	36[2]	4	32	31.06	71
Sub-Total	447	182	10	172	38.47	275
Non-Traditional	35	22[3]	3	19	54.28	16
Total	482	204	13	191	39.62	291

1 = Nine (9) traditional students were suspended.
2 = Three (3) conditional students were suspended.
3 = One (1) non-traditional student was suspended.

SPRING SEMESTER, 1982

	Fall, 1979 Entering Class	Students Not Returning Through Spring, 1982	Students Readmitted	Cumulative Net Loss	Cumulative Attrition Percentage	Students Remaining Spring '82
Traditional	344	156[1]	11	145	42.15	199
Conditional	103	41[2]	5	36	34.95	67
Sub-Total	447	197	16	181	40.49	266
Non-Traditional	35	25[3]	3	22	62.85	13
Total	482	222	19	203	42 11	279

1 = Eleven (11) traditional students were suspended.
2 = Three (3) conditional students were suspended.
3 = One (1) non-traditional student was suspended.

FALL SEMESTER, 1982

	Fall,'79 Entering Class	Spring-Summer'82 Graduates	Students Remaining through Spring,82 (who did not graduate)	Students Not Returning Through Fall,'82	Students Readmitted	Cumulative Net Loss	Cumulative Attrition Percentage *(Adjusted)	Student Remaini -Fall,'8
raditional	344	7	337	170[1]	23	147	43.62	190
nditional	103	1	102	51[2]	6	45	44.11	57
b-Total	447	8	439	221	29	192	43.73	247
n-Tradi-onal	35	1	34	26[3]	5	21	61.76	13
otal	482	9	473	247	34	213	45.03	260

Adjusted for early graduates -- 1 = Twelve (12)traditional students were suspended.
= Six (6) conditional students were suspended. - 3 = One (1) traditional student was suspended.

Cumulative Report: (Cont'd)
Page 3

SPRING SEMESTER, 1983

	Fall, '79 Entering Class	Spring - December, '82 Graduates	Students Remaining through Fall, 1982 (who did not graduate	Students Not Returning through Spring 1983	Students Readmitted	Cumulative Net Loss	Cumulative Attrition Percentage *(Adjusted)	Students Remaining Spring, 1983
Traditional	344	12	332	189[1]	25	164	49.39	168
Conditional	103	3	100	59[2]	7	52	52.00	48
Sub-Total	447	15	432	248	32	216	50.00	216
Non-Traditional	35	2	33	31[3]	5	26	78.78	7
Total	482	17	465	279	37	242	52.04	223

* Adjusted for early graduates.
1 = Fourteen (14) traditional students were suspended.
2 = Nine (9) conditional students were suspended.
3 = Two (2) non-traditional students were suspended.

CHRONOLOGICAL REPORT: TRACKING FALL, 1980 ENTERING CLASS

SPRING SEMESTER, 1981

	Students Entering Fall,'80	Students Not Returning Spring,'81	Percent Loss	Students Remaining Spring,'81
Traditional	337	22	6.52	315
*Conditional	111	10	9.00	101
Sub-Total	448	32	7.14	416
Non-Traditional	44	10	22.72	34
Total	492	42	8.53	450

* Eight (8) conditional students were also non-traditional (graduated high school prior to 1980

FALL SEMESTER, 1981

	Students Remaining Spring,'81	Students Not Returning Fall, 1981	Students Readmitted	Net Loss	Percent Loss	Students Remaining Fall, 1981
Traditional	315	59[1]	1	58	18.41	257
Conditional	101	24[2]	1	23	22.77	78
Sub-Total	416	83	2	81	19.47	335
Non-Traditional	34	13[3]	2	11	32.35	23
Total	450	96	4	92	20.44	358

1 = Eight (8) traditional students were suspended. - 2 = Six (6) conditional students were suspended. - 3 = One (1) non-traditional students was suspended.

SPRING SEMESTER, 1982

	Students Remaining Fall, 1981	Students Not Returning Spring, 1982	Students Readmitted	Net Loss	Percent Loss	Students Remaining Spring, 19
Traditional	257	25[1]	3	22	8.56	235
Conditional	78	7[2]	2	5	6.41	73
Sub-Total	335	32	5	27	8.05	308
Non-Traditional	23	3	0	3	13.04	20
Total	358	35	5	30	8.37	328

1 = Four (4) traditional students were suspended.
2 = One (1) conditional student was suspended.

Chronological Report: (cont'd)
Page 2

FALL SEMESTER, 1982

	Students Remaining Spring, 1982	Students Not Returning Fall, 1982	Students Readmitted	Net Loss	Percent Loss	Students Remaining Fall, 1982
Traditional	235	35[1]	6	29	12.34	206
Conditional	73	18[2]	1	17	23.28	56
Sub-Total	308	53	7	46	14.93	262
Non-Traditional	20	3	1	2	10.00	18
Total	328	56	8	48	14.63	280

1 = Five (5) traditional students were suspended.
2 = Six (6) conditional students were suspended.

SPRING SEMESTER, 1983

	Students Remaining Fall, 1982	Students Not Returning Spring, 1983	Students Readmitted	Net Loss	Percent Loss	Students Remaining Spring, 1983
Traditional	206	9[1]	3	6	2.91	200
Conditional	56	9[2]	2	7	12.50	49
Sub-Total	262	18	5	13	4.96	249
Non-Traditional	18	1	0	1	5.55	17
Total	280	19	5	14	5.00	266

1 = One (1) traditional student was suspended.
2 = Three (3) conditional students were suspended.

CUMULATIVE REPORT: FALL, 1980, ENTERING CLASS

SPRING SEMESTER, 1981

	Fall, 1980 Entering Class	Students Not Returning Spring, 1981	Attrition Percentage	Students Remaining Spring, 1981
Traditional	337	22	6.52	315
*Conditional	111	10	9.00	101
Sub-Total	448	32	7.14	416
Non-Traditional	44	10	22.72	34
Total	492	42	8.53	450

* Eight (8) conditional students were also non-traditional (graduated high school prior to 1980)

FALL SEMESTER, 1981

	Fall, 1980 Entering Class	Students Not Returning Through Fall, 1981	Students Readmitted	Cumulative Net Loss	Cumulative Attrition Percentage	Students Remaining Fall, 1981
Traditional	337	81[1]	1	80	23.73	257
Conditional	111	34[2]	1	33	29.72	78
Sub-Total	448	115	2	113	25.22	335
Non-Traditional	44	23[3]	2	21	47.72	23
Total	492	138	4	134	27.23	358

1 = Eight (8) traditional wtudents were suspended.
2 = Six (6) conditional students were suspended.
3 = One (1) non-traditional student was suspended.

SPRING SEMESTER, 1982

	Fall, 1980 Entering Class	Students Not Returning Through Spring, 1982	Students Readmitted	Cumulative Net Loss.	Cumulative Attrition Percentage	Students Remaining Spring, 1982
Traditional	337	106[1]	4	102	30.26	235
Conditional	111	41[2]	3	38	34.23	73
Sub-Total	448	147	7	140	31.25	308
Non-Traditional	44	26[3]	2	24	54.54	20
Total	492	173	9	164	33.33	328

1 = Twelve (12) traditional students were suspended.
2 = Seven (7) conditional students were suspended.
3 = One (1) non-traditional student was suspended.

Cumulative Report: (cont'd)
Page 2

FALL SEMESTER, 1982

	Fall, 1980 Entering Class	Students Not Returning Through Fall, 1982	Students Readmitted	Cumulative Net Loss	Cumulative Attrition Percentage	Students Remaining Fall, 1982
Traditional	337	141[1]	10	131	38.87	206
Conditional	111	59[2]	4	55	49.54	56
Sub-Total	448	200	14	186	41.51	262
Non-Traditional	44	29[3]	3	26	59.09	18
Total	492	229	17	212	43.08	280

1 = Seventeen (17) traditional students were suspended.
2 = Thirteen (13) conditional students were suspended.
3 = One (1) non-traditional students was suspended.

SPRING SEMESTER, 1983

	Fall, 1980 Entering Class	Students Not Returning Through Spring, 1983	Students Readmitted	Cumulative Net Loss	Cumulative Attrition Percentage	Students Remaining Spring,'83
Traditional	337	150[1]	13	137	40.65	200
Conditional	111	68[2]	6	62	55.85	49
Sub-Total	448	218	19	199	44.41	249
Non-Traditional	44	30[3]	3	27	61.36	17
Total	492	248	22	226	45.93	266

1 = Eighteen (18) traditional students were suspended.
2 = Sixteen (16) conditional students were suspended.
3 = One (1) non-traditional student was suspended.

CHRONOLOGICAL REPORT: TRACKING FALL 1981, ENTERING CLASS

SPRING SEMESTER, 1982

	Students Entering Fall, 1981	Students Not Returning Spring, 1982	Percent Loss	Students Remaining Spring, 1982
Traditional	314	30	9.55	284
Conditional	92	5	5.43	87
Sub-Total	406	35	8.62	371
Non-Traditional	14	4	28.57	10
Total	420	39	9.28	381

FALL SEMESTER, 1982

	Students Remaining Spring, 1982	Students Not Returnig Fall, 1982	Students Readmitted	Net Loss	Percent Loss	Students Remaining Fall, 1982
Traditional	284	52[1]	1	51	17.95	233
Conditional	87	16[2]	1	15	17.24	72
Sub-Total	371	68	2	66	17.78	305
Non-Traditional	10	4	0	4	40.00	6
Total	381	72	2	70	18.37	311

1 = Three (3) traditional students were suspended.
2 = One (1) conditional student was suspended.

SPRING SEMESTER, 1983

	Students Remaining Fall, 1982	Students Not Returning Spring, 1982	Students Readmitted	Net Net Loss	Percent Percent Loss	Students Remaining Spring,'83
Traditional	233	22[1]	1	21	9.01	212
Conditional	72	9[2]	0	9	12.50	63
Sub-Total	305	31	1	30	9.83	1 275
Non-Traditional	6	2	0	2	33.33	4
Total	311	33	1	32	10.28	279

1 = Five (5) traditional students were suspended.
2 = Five (5) conditional students were suspended.

CUMULATIVE REPORT: FALL 1981, ENTERING CLASS

SPRING SEMESTER, 1982

	Fall, 1981 Entering Class	Students Not Returning Spring, 1982	Attrition Percentage	Students Remaining Spring, '82
Traditional	314	30	9.55	284
Conditional	92	5	5.43	87
Sub-Total	406	35	8.62	371
Non-Traditional	14	4	28.57	10
Total	420	39	9.28	381

FALL SEMESTER, 1982

	Fall, 1981 Entering Class	Students Not Returning Through Fall, 1982	Students Readmitted	Cumulative Net Loss	Cumulative Attrition Percentage	Students Remaining Fall, 1982
Traditional	314	82[1]	1	81	25.79	233
Conditional	92	21[2]	1	20	21.73	72
Sub-Total	406	103	2	101	24.87	305
Non-Traditional	14	8	0	8	57.14	6
Total	420	111	2	109	25.95	311

1 = Three (3) traditional students were suspended.
2 = One (1) conditional student was suspended.

SPRING SEMESTER, 1983

	Fall, 1981 Entering Class	Students Not Returning Through Spring, 1982	Students Readmitted	Cumulative Net Loss	Cumulative Attrition Percentage	Students Remaining Spring, 1983
Traditional	314	104[1]	2	102	32.48	212
Conditional	92	30[2]	1	29	31.52	63
Sub-Total	406	134	3	131	32.26	275
Non-Traditional	14	10	0	10	71.42	4
Total	420	144	3	141	33.57	279

1 = Eight (8) traditional students were suspended.
2 = Six (6) conditional students were suspended.

REPORT: TRACKING FALL 1982, ENTERING CLASS

SPRING SEMESTER, 1983

	Students Entering Fall, 1982	Students Not Returning Spring, 1983	Percent Loss	Students Remaining Spring,'83
Traditional	293	14	4.77	279
Conditional	81	4	4.93	77
Sub-Total	374	18	4.81	356
Non-Traditional	26	8	30.76	18
Total	400	26	6.50	374

WHY DO STUDENTS LEAVE ST. MARY'S UNIVERSITY

Why do students leave St. Mary's University or any other college, why do they stay, and what appears to make the difference? "Appears to make the difference" is a key phrase, because much remains unknown despite extensive literature on retention and leaving (Cope, 1978). Colleges themselves know very little about why their students withdraw, including St. Mary's University. When a college maintains any record at all, the reasons usually given by students or recorded by college personnel are "financial", "academic", "personnal", or "unknown". The two largest categories are invariably "personal", or "unknown": personal because it is an easy catchall for everything from serious illness to pregnancy; unknown, because many students simply leave without talking with anyone at the college. The "financial" category provides a socially acceptable excuse covering everything from fear of pending academic failure to an actual financial crisis at home. "Academic" ranges from actual academic failure to the discovery that the college does not offer the student's preferred major. These convenient reasons easily satisfy the college's questions, and the school fails to probe more deeply. Thus, the records kept at colleges are almost worthless in their present state.

Even institutional research designed specifically to identify causes of withdrawal from college, while helpful, provides surprisingly meager information. Few studies penetrate beyond superficial demographic data (such as age, sex, ACT scores, home town). Many investigations are oversimplified single-variable studies that use a particular variable (such as school size or ACT scores) to assess academic performance or the likelihood of withdrawal. Another oversimplification is the lack of differentiation between the sexes in many studies. Variables related to withdrawal of women may be different from the variables related to withdrawal of men. To combine the sexes of data analysis or for action programs obscures differences that are sex related.

The research on individual characteristics tell us to recruit intelligent men and women with good academic records from families with high expectations. The research on college characteristics leaves us without firm guidelines. The research on integrating the individual with the academic and social milieu suggest that this is where programs for retention will be most successful. However, to be truly successful, programs must recognize that for many students, leaving college is a necessary part of lifelong learning. College doors should revolve freely, allowing entrance and exit for learners of all ages operating in unprescribed zones, times, and seasons (Cope, 1978).

In spite of the above comments, St. Mary's University, through the efforts of the University Counseling Center, have attempted to collect information on those students leaving the University. In 1980, a Student Follow-up Survey was mailed to 599 students who left St. Mary's University between the Fall, 1979 and the Summer, 1980. There were 294 respondents, a 49.1 percent return rate. The results of this survey are available in the following pages. In addition, withdrawal information was requested by letter from students who did not return to St. Mary's University during the Spring semesters 1982 and 1983. The results of these two studies follow.

STUDENT FOLLOW-UP SURVEY

Out of the 667 students who left St. Mary's during the Fall of 1979 thru Summer 1980, questionnaires were sent to 599 of them (Foreign students and student whose mailing addresses were unknown were eliminated). From two separate mailings 294 students responded, a 49.1% return.

The questionnaire was designed to obtain the following information: sex, ethnicity, type of high school from where graduated, religious procedures, age of student, date of latest enrollment including the semester, number of hours completed, major subject school or division of the University, reasons for withdrawing from St. Mary's and a rating scale evaluating various services and overall institutional experiences.

Of the 294 respondents, 49.7% were female; 48.0% were male, and 2.4% failed to answer that question. The median age was 27.7 years with a range from 17 to 67 years.

The tables which follow have been arranged in rank order to give an overall statistical picture of the students who participated in the survey.

ETHNICITY (06 = QUESTION 6)

Ethnic Groupings	Frequency, N=	% Frequency
Anglo	189	64.3
Mexican American	62	21.1
Black	19	6.5
No answer	11	3.7
Other	8	2.7
Other hispanic	4	1.4
Asian or Pacific Island	1	0.3

HIGH SCHOOL (Q 7)

Type	Frequency, N=	% Frequency
Public High School	208	70.7
Private High School	72	24.5
Did not graduate	7	2.4
No answer	6	2.0

RELIGIOUS BACKGROUND (Q 8, 9)

Religious Preference	Frequency, N=	% Frequency
Catholic	157	53.4
Baptist	29	9.9
Methodist	27	9.2
No preference	25	8.5
Episcopalian	12	4.1
No answer	11	3.7
Lutheran	10	3.4
Presbyterian	8	2.7
Other religion	6	2.0
Jewish	5	1.7
Other Christian	4	1.4

SEMESTER OF LATEST ENROLLMENT (Q 14)

	Frequency, N=	% Frequency
Spring	216	73.5
Summer II	34	11.6
Fall	21	7.1
Summer I	16	5.4
No answer	7	2.4

SEMESTER HOURS TAKEN (Q 17-19)

Mean Ø37.6	Median 26.8
Minimum 1 hour	Maximum 20.0 hours

MAJORS OF STUDENTS (Q 20, 21)

	Frequency, N=	% Frequency
Undecided Majors	37	12.6
Graduate Counseling	25	8.5
Graduate Unclassified	25	8.5
Biology	20	6.8
Graduate, MBA	17	5.8
Education	12	4.1
No reply	11	3.7
Graduate Human Services	9	3.1
Graduate Public and International Relations	9	3.1

SCHOOL DIVISION IN WHICH ENROLLED (Q 22)

	Frequency, N=	$ Frequency
Undergraduate Arts & Science	182	34.7
Graduate, Arts & Science	96	32.7
Undergraduate Business	47	16.0
Graduate, Business	23	7.8
No answer	16	5.4

Each student was instructed to check the reasons for withdrawing from the University and then give the most important reason followed by the second most important reason.

MOST IMPROTANT REASONS FOR WITHDRAWING FROM ST. MARY'S (Q 23-42)

Percentage of Respondents Citing The Reasons As Most Important	Number of Respondents	The Reason
20.4%	N = 60	Completed needed courses.
17.7%	N = 52	Other reasons (write-ins).
16.0%	N = 47	No reply given.
12.2%	N = 36	Financial reasons.
7.1%	N = 21	Other personal or family reasons.

SECOND MOST IMPORTANT REASONS FOR WITHDRAWING FROM ST. MARY'S

Percentage of Respondents Who Checked It As One Of The Reasons:	Number Of Respondents	The Reason
45.6%	.34	(Not selected).
10.2%	.30	Financial reasons.
7.8%	.23	Other reasons, write-ins.
5.1%	.4	Dissatisfied with teaching.
3.4%	.0	Job hours conflict.
3.1%	.9	Change of residence.
3.1%	.9	Courses not available.
3.1%	.9	Major not available.

SUMMATION OF FIRST AND SECOND MOST IMPORTANT REASONS FOR WITHDRAWING FROM ST. MARY'S

% Frequency	Frequency, N=	The Reason
25.5	75	Completed courses.
22.4	66	Financial reasons.
9.5	28	Personal or family reasons.
7.5	22	Dissatisfied with teaching.
6.8	20	Job hours conflict.
6.5	9	Courses not available.
6.2	8	Change of residence.
6.2	8	Major not available.

THE RATING OF SERVICES AND EXPERIENCES

Each student was instructed to give their evaluation of the various activities and services at St. Mary's by rating each activity from 1 to 5. The scale used:

1 = VERY POOR 2 = POOR 3 = AVERAGE 4 = GOOD 5 = VERY GOOD

These ratings were calculated just like the GPA rating system. The tables that follow are the results of those ratings and listed in rank order.

MEDIAN RATINGS OF SPECIFIC EXPERIENCES AT ST. MARY'S

Median Rating	The Experience Being Rated	Number Of Respondents Rating (N=)	Survey Question Number
4.3	Teachers interest in you	280	49
4.2	Quality of teaching	280	47
4.2	Size of classes in your major	263	52
4.1	Grading/testing procedures	277	48
4.1	Quality of courses's content	271	50
4.1	Size of classes in other required courses	234	53
3.6	Choise of various teachers for required courses	262	51

MEDIAN RATINGS OF SPECIFIC UNIVERSITY SERVICES OF FACILITIES

Median Rating	The Service Or Facility Being Rated	Number Of Respondents Rating (N=)	Survey Question Number
4.6	Veteran Services	56	59
4.3	Academic Library	204	66
4.2	Law Library	41	67
4.1	Learning Resource Center	57	60
3.9	Admissions Office	190	69
3.9	Course Advisement	151	56

Median Rating	The Service Or Facility Being Rated	Number Of Respondents Rating (N=)	Survey Question Number
3.9	Student Health Services	122	70
3.8	Counseling	112	55
3.7	Business Office	171	68
3.7	Financial Aid	111	54
3.7	Student Activities	96	61
3.5	Fine Arts Activities	60	65
3.5	Job Placement	61	57
3.2	Dormatory Conditions	78	64
3.1	Recreational Facilities	99	63
3.0	Tutoring Services	25	58
2.6	Cafeteria Services	132	62

Withdrawal information was requested from the 40 students who did not return to St. Mary's University in the Spring of 1982. Twenty-two students responded and gave the following reasons for withdrawing from all classes.

	CODE	# OF STUDENTS
1. *Transferred due to academic reasons	(TA)	2
2. Transferred due to financial reasons	(TF)	6
3. Transferred due to personal reasons	(TP)	3
4. *Transferred due to scholastic failure	(TS)	1
5. Financial reasons	(FR)	2
6. Health reasons	(HR)	1
7. Relocated	(RE)	2
8. Stopped out	(SO)	2
9. Not ready for college	(NR)	2
10. Degree unnecessary for career goals	(DU)	1

*Transferred due to academic reasons: student preferred program offered at another university.

*Transferred due to scholastic failure: student transferred to less academically demanding university.

Withdrawal information was requested from students who did not return to St. Mary's University, Spring 1983. This information was obtained by asking students to complete a withdrawal form in the registrar's office or through the mail. Students gave the following reasons for withdrawing from all classes.

	# Of Students
Entering Class of 1979	
1) Transferred due to scholastic failure	1
2) Transferred due to financial reasons	1
Entering Class of 1980	
1) Personal reasons	2
2) Financial reasons	1
3) Transferred to another college	2
4) Transferred due to academic reasons	2
5) Transferred due to scholastic failure	1
Entering Class of 1981	
1) Personal reasons	1
2) Relocated	1
3) Transferred due to personal reasons	1
4) Transferred due to financial reasons	3
5) Transferred due to academic reasons	1
6) Stopped out	1
Entering Class of 1982	
1) Transferred due to personal reasons	2
2) Transferred due to financial reasons	2
3) Financial reasons	1
4) Stopped out	1

PROPOSAL FOR AN EXIT INTERVIEW/WITHDRAWAL POLICY

Exit interviews generally are conducted to gather information about why students leave and what changes the institution needs to make to improve retention for other students. Demos (1968) found, however, that 10 percent of the students planning to drop out decided against doing so after being involved in exit interviews with trained counselors. Brunson (1979) found that 20 percent of those students planning to withdraw from the University chose not to withdraw after being interviewed and counseled by professional student personnel staff. This suggests that interviews can serve an action role in reducing attrition, and the WWISR study found that 15 responding institutions reported exit interviews as specific action programs. Even though their observed impact on retention ranked the lowest of 15 action programs listed, some positive impact was found on retention rates. Furthermore, in many cases the impact of exit interviews might have been improved if the interview had not been left until the last minute, when it might be perceived by the student as an imposition or inconvenience. A variety of interventions are made possible to the student during an exit interview. For example, often times if the student does not truly want to withdraw from the University, but feels compelled to do so because of seemingly limited options, a trained counselor can provide additional options such as academic support services or referral, financial aid information and referral, personal-social counseling intervention to alleviate stress, academic advising and appropriate career planning, and other relevant referrals to campus agencies. Even if the student does withdraw, the last contact with the University needs to be a positive one. If the student is made aware that the University really does care for them as individuals, the chances of that student returning or encouraging a sibling or a friend to attend St. Mary's, is increased.

Philosophy

Withdrawal from college can be necessitated by a variety of factors and, whether it

is a stop-out or a drop-out process, it can be a time for important life decisions, conflicting emotions and desires, and severe stress for the student. It is imperative that each student considering withdrawal from St. Mary's University be given the opportunity to speak with a responsive, caring representative of the University.

The counselor (or other appropriately appointed individual), during the exit interview, will help the student to clarify the issues precipitating the decision to withdraw from St. Mary's University. Possible alternatives and their consequences will be explored and, if possible, an informal referral will be made for the student. The counselor will try to facilitate the positive action of the student, whether that means remaining in school or withdrawing.

The final contact, in the interview situation, will be a positive one for the student, providing him/her with a contact person for future communication and assistance. Inherent in this shift is emphasis from goal to process is the necessity for follow-up with the student after the withdrawal is completed.

Goals:

1. Increase counseling interactions with students considering withdrawal.
2. Provide students with opportunity to discuss motivations and alternatives to withdrawal.
3. Assist students to clarify current choices and their possible consequences.
4. Provide students with information concerning transfer and/or reentry.
5. Provide students with positive, caring final contact with St. Mary's University personnel.
6. Provide St. Mary's University with clearer profile of students leaving the institution, (e.g., age, sex, race, reason, etc).

Process

The proposed process of withdrawing from the university is outlined in Appendix D.

Supporting informational documents are also provided to include the following:

Appendix E: "Thinking of Withdrawing" handout for those students considering withdrawing from the university.

Appendix F: "Early Warning Reference System" referral form for faculty or staff noticing a student considering withdrawing.

Appendix G: "Characteristics of Potential Dropouts".

Appendix H: "Student Exit Interview/Survey".

Appendix I: Abbreviated "Student Exit Interview/Survey".

Appendix J: "Systems for Undergraduate Withdrawals" Survey borrowed from Southern Illinois University at Carbondale.

SUMMARY OF ADDITIONAL RECOMMENDATIONS

The Student Retention Task Force has adapted a multifaceted approach to improving retention at St. Mary's. Several single faceted approaches in the past have been taken including the creation of an early warning system, revision of the academic advising program, creation of the LAC and past efforts to expand Student Orientation. The results of the four-year retention/attrition study and our follow-up with withdrawing students indicate that these single attempts, although helpful, have not substantially affected the rate of attrition.

Building on St. Mary's strengths and weaknesses as reflected in the ACT Student Opinion Survey data, several general areas have been selected by the Task Force as important to retaining students. Many of the areas worked on in isolation before are now included in the Task Force's recommendations for further improvement.

The Task Force feels a coordinated effort to provide faculty and staff training and improved services based on a campus-wide commitment to retention has the biggest probability for success in reducing the retention rate.

Each recommendation has been identified by the executive area administratively responsible for its implementation. These recommendations build upon many of the recommendations which were an outgrowth from the 1977 Student Attrition Study (see Appendix I). The overall impact of the program should be mentioned and evaluated by a group drawn from each executive area including faculty, administrators and staff. The Dean of Enrollment Management and Assistant to the President for Planning and Research should serve on this group. Annual recommendations for improvements in St. Mary's retention program should be made by this group.

The following are the recommendations of the Student Retention Task Force.

VICE PRESIDENT AREA RESPONSIBLE	RECOMMENDATION	EXECUTIVE COUNCIL AREA DECISION	EXECUTIVE COUNCIL AREA IMPLEMENTATION DATE
	SOCIAL CONTACT		
V.P. Student Services	1. Establish new "home base" for Greeks and other organizations to meet (like old cafeteria tables with plaques). Avoid creating situation where non-Greeks are unable to use these areas.		
"	2. Intramural sports. Increase number and variety. Special emphasis on inclusion of commuter-students.		
"	3. Establish a Student Recreation Association which would facilitate outdoor/athletic events.		
"	4. Arrange for programs which encourage Faculty/Student social contact. (e.g., lunch, program in cafe).		
"	5. Brown bags/topical lunches-esp. in Pecan Grove.		
"	6. Residence Halls invite Faculty/Administrators to fireside chat, rap session.		
	ADVISING		
V. P. Academics	1. Improve "early warning" systems to flag students with academic difficulty sooner - e.g., give grades after four weeks to freshmen.		
"	2. Increase faculty contact with new students during orientation and registration.		
"	3. Involve undecided majors with departments earlier-(Departmental information gathering activities are on schedule for Orientation course).		
"	4. Change name for undecided major to undeclared or general studies.		
"	5. Expanded training for academic advisors.		
W/Counseling Center	a. General workshop on Academic Advising for all faculty and staff. b. Give all faculty ACT profile training package-mail to faculty August 15. c. Data sheet profile to faculty.		
V. P. Academics	6. Set up separate Freshman Advising System with: a. Voluntary Freshman mentors (summer contact) b. Major advisor seeing student as early as possible. c. Send ACT profile to initiate advising file. d. Buddy system for freshman (upper classman/graduate students to freshman).		

VICE PRESIDENT AREA RESPONSIBLE	RECOMMENDATION	EXECUTIVE COUNCIL AREA DECISION	EXECUTIVE COUNCIL AREA IMPLEMENTATION DATE
	SCHEDULING CHANGES		
V. P. Academics	1. Extreme feasibility of becoming all-day campus, i.e., more afternoon classes. (Does not mean more classes - redistribute existing offerings).		
V. P. Academics/ Executive Council	2. Schedule time during day when no classes meet for special programs, meetings, liturgies, convocations, etc., emphasize involving commuters.		
V.P. Student Services	3. If 1, 2 or 4 can't be done, schedule events after last class or over noon hour. (Including intramurals).		
Faculty Senate	4. Review MW, TT classes - Friday conference day schedule.		
	LEADERSHIP DEVELOPMENT		
V.P. Student Services	1. Leadership training workshops for: a. R.A.'s b. Student Govt. c. Inter-Greek council. d. Staff/faculty.		
"	2. Retreat session for leaders with adm, faculty, and key students to kick-off year, (or in Jan) to discuss key issues of University.		
"	3. Internship programs for students to enhance leadership development. a. Identify areas, funcitons that students could volunteer time to, so that they might have leadership experience-especially groups/clubs.		
	LIVING ARRANGEMENTS		
	On Campus		
"	1. Match students by life style as assessed by standarized test-optional program. (e.g., Myers/Briggs, Firo B).		
"	2. Expand IRHA/Hall government structure.		
W/Physical Plant	3. Continue improvements of residence Hall environment.		
"	4. Address deferred maintenance issue in halls.		
V.P. Student Services	5. Upper class mentors living in freshmen areas. Chaminade and Dougherty.		
"	6. Consider giving Greeks areas of dorms for group living.		

VICE PRESIDENT AREA RESPONSIBLE	RECOMMENDATION	EXECUTIVE COUNCIL AREA DECISION	EXECUTIVE COUNCIL AREA IMPLEMENTATION DATE
	Off Campus		
V.P. Student Services	1. Referrals to apartments, rentals-requires staffing (e.g., graduate assistant).		
	LEARNING ASSISTANCE CENTER		
V. P. Academics	1. Fully staff to meet student demand - recommend first step be to fully fund requested peer tutors and second add one more professional.		
"	2. To pursue grant funding to augment current program with CAI in areas deemed appropriate		
"	3. Cognitive Mapping (Counseling Center and Advising also benefit). Way to detect learning styles in students/teachers.		
"	4. SPACE - Expand current facility into study area. This expansion should allow multiuse of space.		
"	5. Sponsor workshop for learning center professionals.		
"	6. Make students aware of LAC services through an LAC brochure.		
"	7. Redo video tape for recruiting.		
"	8. Investigate practicum students as prof. staff assistance.		
"	9. Establish program to prepare students for GRE, MCAT and LSAT.		
"	10. Reconsider faculty released time to work in Center on direct services or curriculum.		
"	11. Review by the English Department of policy requiring writing lab in freshman composition.		
	IMPROVE GENERAL SERVICES		
V. P. Finance	1. Review ways to avoid towing cars - and still enforce parking rules.		
Development	2. Improve signs at entries and on highways.		
V.P. Finance/ Student Services	3. Train all employees who have contact with students: a human relations/customer relations course.		
V. P. Finance	4. Keep offices open during lunch hour. Business Office, Registrar, Open bookstore on special weekends and for evenings during first two weeks of classes.		
"	5. Create campus opportunities to make faculty/staff aware of retention issues. For example,		

VICE PRESIDENT AREA RESPONSIBLE	RECOMMENDATION	EXECUTIVE COUNCIL AREA DECISION	EXECUTIVE COUNCIL AREA IMPLEMENTATION DATE
	COUNSELING CENTER		
V.P. Student Services	1. Continue early contacts with all freshman.		
"	2. Evaluate replacements of two positions lost to non-institutionalization. Fully staff to meet student demand for services. Internships by Hall directors should be continued. (15 hours per week per person).		
"	3. Counseling Center/LAC/Residence/etc., inter-office referrals and networking re: Student's needs.		
"	4. Post counselor at LAC for outreach (limited hours per week). Person would attend LAC staff meetings.		
"	5. Expand Career Planning early in collegiate experiences: Orientation course is key to this effort.		
"	6. Exit interviews for seniors.		
"	7. Continue interviewings and resume preparation workshops.		
"	8. Update "Dear Colleague" letter every fall. Provide campus with referral information).		
"	9. Accept referrals of applicants with good high school records and low test scores from admissions.		
"	10. Develop a practicum arrangement with Human Services and Psychology for evening hours. (2 to 4 students). Expend services to Evening and Non-traditional students.		
	PART-TIME JOBS		
"	1. Expand on-campus jobs as additional CWS money becomes available.		
"	2. Off-campus part-time job development and referral.		
"	3. Continue to emphasize and market existing Coop program.		
	FIRST/LAST CONTACTS		
V.P. Development	1. Reserve hotel space for parents who are coming to orientation/graduation. Publicize through Gold&Blue.		
"	2. Make graduation a campus event - scheduled closer to end of academic year. a. Programming for underclass student involvement during graduation weekend. b. Sat. graduation with an all campus celebration evening before graduation.		
V. P. Academics	3. Spring break. Coordinate with other schools or Easter.		

VICE PRESIDENT AREA RESPONSIBLE	RECOMMENDATION	EXECUTIVE COUNCIL AREA	
		DECISION	IMPLEMENTATION DATE
V. P. Academics	4. Examine feasibility of no classes on "Battle of Flowers day".		
	RETENTION STUDY		
President	1. Institionalize the ongoing cohort study of student retention within the office of institutional research and planning.		

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APPENDIX A

STUDENT OPINION SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response to each item.

PAGE 1

USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, blacken the appropriate oval. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A SOCIAL SECURITY NUMBER (Identification Number)

			–			–				
0	0	0		0	0		0	0	0	0
1	1	1		1	1		1	1	1	1
2	2	2		2	2		2	2	2	2
3	3	3		3	3		3	3	3	3
4	4	4		4	4		4	4	4	4
5	5	5		5	5		5	5	5	5
6	6	6		6	6		6	6	6	6
7	7	7		7	7		7	7	7	7
8	8	8		8	8		8	8	8	8
9	9	9		9	9		9	9	9	9

B AGE

- 18 or Under
- 19
- 20
- 21
- 22
- 23 to 25
- 26 to 29
- 30 to 39
- 40 to 61
- 62 or Over

C RACIAL/ETHNIC GROUP

- Afro-American/Black
- American Indian or Alaskan Native
- Caucasian-American/White
- Mexican-American/Chicano
- Asian-American, Oriental, or Pacific Islander
- Puerto Rican, Cuban, or Other Hispanic Origin
- Other
- Prefer Not to Respond

D INDICATE YOUR CLASS LEVEL AT THIS COLLEGE

- Freshman
- Sophomore
- Junior
- Senior
- Graduate or Professional Student
- Special Student
- Other/Unclassified
- Does Not Apply to This College

E FOR WHAT PURPOSE DID YOU ENTER THIS COLLEGE? (Select Only One)

- No Definite Purpose in Mind
- To Take a Few Job-Related Courses
- To Take a Few Courses for Self-Improvement
- To Take Courses Necessary for Transferring to Another College
- To Obtain or Maintain a Certification
- To Complete a Vocational/Technical Program
- To Obtain an Associate Degree
- To Obtain a Bachelor's Degree
- To Obtain a Master's Degree
- To Obtain a Doctorate or a Professional Degree

F SEX

- Male
- Female

G MARITAL STATUS

- Unmarried (Including Single, Divorced, and Widowed)
- Married
- Separated
- Prefer Not to Respond

H INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED

- 0 or Only Occasional Jobs
- 1 to 10
- 11 to 20
- 21 to 30
- 31 to 40
- Over 40

I WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS COLLEGE?

- Full-Time Student
- Part-Time Student

J WHAT TYPE OF TUITION DO YOU PAY AT THIS COLLEGE?

- In-State Tuition
- Out-of-State Tuition
- Does Not Apply to This College

K WHAT IS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?

- In-State Student
- Out-of-State Student
- International Student (Not U.S. Citizen)

L WHAT TYPE OF SCHOOL DID YOU ATTEND JUST PRIOR TO ENTERING THIS COLLEGE?

- High School
- Vocational/Technical School
- 2-Year College
- 4-Year College or University
- Graduate/Professional College
- Other

6

M INDICATE YOUR CURRENT COLLEGE RESIDENCE

- College Residence Hall
- Fraternity or Sorority House
- College Married Student Housing
- Off-Campus Room or Apartment
- Home of Parents or Relatives
- Own Home
- Other

N DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE, OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (Scholarships, Grants, Work-Study, etc.)

- Yes
- No

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR COLLEGE MAJOR AND YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS O AND P, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE MAJOR, SELECT THE ONE CODE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)

O INDICATE YOUR COLLEGE MAJOR

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

P INDICATE YOUR OCCUPATIONAL CHOICE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

65

E 2

For each service (or program) listed below, indicate whether or not you have used the service, and if you have used the service, your level of satisfaction with the service. If a service is not offered at this college, mark "Not Available at This College" and leave part B blank. If a service is offered but you have not used it, mark "I Have Not Used This Service" and also leave part B blank. Indicate your level of satisfaction (part B) only if you HAVE used the service.

DO NOT TEAR OR STAPLE THIS FORM

PART A: USAGE				PART B: LEVEL OF SATISFACTION				
			COMPLETE PART B ONLY IF YOU HAVE USED THE SERVICE →					
NOT AVAILABLE AT THIS COLLEGE	I HAVE NOT USED THIS SERVICE	I HAVE USED THIS SERVICE	COLLEGE SERVICE OR PROGRAM	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
0	0	0	1. Academic advising services	0	0	0	0	0
0	0	0	2. Personal counseling services	0	0	0	0	0
0	0	0	3. Career planning services	0	0	0	0	0
0	0	0	4. Job placement services	0	0	0	0	0
0	0	0	5. Recreational and intramural programs and services	0	0	0	0	0
0	0	0	6. Library facilities and services	0	0	0	0	0
0	0	0	7. Student health services	0	0	0	0	0
0	0	0	8. Student health insurance program	0	0	0	0	0
0	0	0	9. College-sponsored tutorial services	0	0	0	0	0
0	0	0	10. Financial aid services	0	0	0	0	0
0	0	0	11. Student employment services	0	0	0	0	0
0	0	0	12. Residence hall services and programs	0	0	0	0	0
0	0	0	13. Food services	0	0	0	0	0
0	0	0	14. College-sponsored social activities	0	0	0	0	0
0	0	0	15. Cultural programs	0	0	0	0	0
0	0	0	16. College orientation program	0	0	0	0	0
0	0	0	17. Credit-by-examination program (PEP, CLEP, etc.)	0	0	0	0	0
0	0	0	18. Honors programs	0	0	0	0	0
0	0	0	19. Computer services	0	0	0	0	0
0	0	0	20. College mass transit services	0	0	0	0	0
0	0	0	21. Parking facilities and services	0	0	0	0	0
0	0	0	22. Veterans services	0	0	0	0	0
0	0	0	23. Day care services	0	0	0	0	0

MAKE NO STRAY MARKS ON THIS FORM

SECTION III—COLLEGE ENVIRONMENT

Please blacken the oval indicating your level of satisfaction with each of the following aspects of this college. If any item is not applicable to you or to this college, fill in the oval in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives.

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
ACADEMIC	1. Testing/grading system	0	0	0	0	0	0
	2. Course content in your major field	0	0	0	0	0	0
	3. Instruction in your major field	0	0	0	0	0	0
	4. Out-of-class availability of your instructors	0	0	0	0	0	0
	5. Attitude of the faculty toward students	0	0	0	0	0	0
	6. Variety of courses offered by this college	0	0	0	0	0	0
	7. Class size relative to the type of course	0	0	0	0	0	0
	8. Flexibility to design your own program of study	0	0	0	0	0	0
	9. Availability of your advisor	0	0	0	0	0	0
	10. Value of the information provided by your advisor	0	0	0	0	0	0
	11. Preparation you are receiving for your future occupation	0	0	0	0	0	0
ADMISSIONS	12. General admissions procedures	0	0	0	0	0	0
	13. Availability of financial aid information prior to enrolling	0	0	0	0	0	0
	14. Accuracy of college information you received before enrolling	0	0	0	0	0	0
	15. College Catalog/admissions publications	0	0	0	0	0	0
RULES & REGULATIONS	16. Student voice in college policies	0	0	0	0	0	0
	17. Rules governing student conduct at this college	0	0	0	0	0	0
	18. Residence hall rules and regulations	0	0	0	0	0	0
	19. Academic probation and suspension policies	0	0	0	0	0	0
	20. Purposes for which student activity fees are used	0	0	0	0	0	0
	21. Personal security/safety at this campus	0	0	0	0	0	0

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
FACILITIES	22. Classroom facilities	0	0	0	0	0	0
	23. Laboratory facilities	0	0	0	0	0	0
	24. Athletic facilities	0	0	0	0	0	0
	25. Study areas	0	0	0	0	0	0
	26. Student union	0	0	0	0	0	0
	27. Campus bookstore	0	0	0	0	0	0
	28. Availability of student housing	0	0	0	0	0	0
	29. General condition of buildings and grounds	0	0	0	0	0	0
REGISTRATION	30. General registration procedures	0	0	0	0	0	0
	31. Availability of the courses you want at times you can take them	0	0	0	0	0	0
	32. Academic calendar for this college	0	0	0	0	0	0
	33. Billing and fee payment procedures	0	0	0	0	0	0
GENERAL	34. Concern for you as an individual	0	0	0	0	0	0
	35. Attitude of college nonteaching staff toward students	0	0	0	0	0	0
	36. Racial harmony at this college	0	0	0	0	0	0
	37. Opportunities for student employment	0	0	0	0	0	0
	38. Opportunities for personal involvement in campus activities	0	0	0	0	0	0
	39. Student government	0	0	0	0	0	0
	40. Religious activities and programs	0	0	0	0	0	0
	41. Campus media (student newspaper, campus radio, etc.)	0	0	0	0	0	0
	42. This college in general	0	0	0	0	0	0

GE 4

DO NOT TEAR OR STAPLE THIS FORM

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are enclosed, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b	b
c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c
d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d	d
e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g	g
h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h	h
i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i	i
j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j	j
k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k	k
l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l	l

SECTION V—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

70

71

DO NOT WRITE BELOW THIS LINE.

APPENDIX B

WITHDRAWAL FROM ALL COURSES

Withdrawal from all courses requires students to fill out two forms at the Registrar's Office: 1) Drop form to finalize withdrawal from courses; 2) Data Card indicating reason(s) for withdrawal. Part of the withdrawal process also includes participating in a Student Exit Interview.

Withdrawal from all courses should be effected only for a seriour reason. According to time limits stipulated in the University catalog, the student may be entitled to some refund at the time of withdrawal. Withdrawal without proper notice to the Registrar, however, entails failure in all courses for the semester and liability for full payment. As with the dropping of courses, notice to instructors of withdrawal does not cancel registration nor financial obligations.

WITHDRAWAL PROCESS (on or before October 29, 1982) REFUND

1) Student begins process at the Registrar's Office and picks up brochure on "Thinking of Withdrawing" along with "Check-out" sheet. Process is explained by Registrar's staff, outlining steps to be taken.
2) Student proceeds to Counseling Center. Although not necessary, making appointments can save needless waiting. Call 436-3135 or see secretary in Counseling Center.
3) "Student Exit Interview/Survey" is administered by Counseling Center professional staff.
4) After the Counseling Center professional determines that the student will actually withdraw, she/he completes the withdrawal form. (If the student has any financial aid or emergency loans, refund will be applied to that amount and the student will be billed for the excess - depending on the type of loan or gift money received. If the student lives in University housing, she/he should check with Resident Assistant or Hall Director for their termination procedure.)
5) Student takes the withdrawal form to the appropriate Dean's office for signature.

6) Student proceeds to Academic Library for check-out of any outstanding books or materials.

7) Student obtains clearance from Campus Security Office.

8) If appropriate, student goes to Financial Aid Office for Check-out.

9) Student then proceeds to University Business Office, with signed withdrawal form, ID card, and address where refund is to be sent.

(Student is finished.) Harvey Legett or Bob Showers then computes the amount of the refund. The Business Office checks for: financial aid, emergency loans, sponsorship, bad checks, etc., then processes the refund or bills for money owed (depending on type of loan or gift money received.)

Refund Dates:		
	1st calendar week	100%
	2nd calendar week	75%
	3rd calendar week	50%
	4th calendar week	25%
	5th calendar week	0%

NOTE: Charges for board. There are no refunds for withdrawal after mid-term. Lodging charges are nonrefundable, since students have contracted for the entire semester.

A special refund policy is in effect during the Summer Session. Consult the Bursar.

The student who must drop a course because of excessive absences, poor work or similar causes, or who withdraws without notice or is expelled or asked to withdraw, is not entitled to a refund.

WITHDRAWAL PROCESS (after October 29, 1982) NO REFUND

1) Steps 1-3 above are followed.

4) After the Counseling Center professional determines that the student will actually withdraw, she/he completes the withdrawal form. (If the student has

any financial assistance, she/he will be billed for the excess, depending on the type of loan or gift money received. The student must pay any money owed the University - emergency loans, traffic tickets, library fines, etc. - before transcripts will be released and the student will be allowed to enroll again for classes. If the student lives in University housing, she/he should check with the Resident Assistant or Hall Director for their termination procedure.)

Steps 5-8 above are followed.

10) Student then proceeds to the University Business Office, with signed withdrawal form, ID card, and address where billing or other University correspondence is to be sent. (Student is finished).

NOTE: During the first half or a fall or spring semester, the student may withdraw from a course with the grade of W., thereafter, through the twelfth week, if the student is passing at the time he/she withdraws from a course, the grade is W; if not passing, the grade is WF.

Courses dropped without notifying the Registrar, and courses from which the student has been excluded by the Instructor for excessive absences, mandatory at seven class hours, are recorded TF (failure for technical reasons).

During the last four weeks of a full semester, courses may not be dropped by a student. Notice to an instructor of dropping a course does not cancel registration nor financial obligations.

If, upon the determination of the faculty of staff member (anywhere along this process), a situation exists for the student that is crisis in nature, the Counseling Center staff will arrange for the Student's withdrawal from the University to be "walked through."

APPENDIX C

St. Mary's University of
San Antonio
University Counseling Center
Student Services Division
Chaminade Hall Basement
(512) 436-3135

THINKING OF WITHDRAWING?

If you're reading this, there's a good chance that you have thought or are thinking about leaving college, or have already withdrawn. You are not alone. Thoughts about leaving school are very common, probably more common than you would think. Withdrawals are fairly common too. During the 1981-1982 academic year, more than 40 students withdrew from the University.* Whether your are thinking about withdrawing or have already made the decision to withdraw, there are a number of questions you're probably asking yourself -- or that you should be asking yourself. Our goal is to help you clarify your position and encourage you to look realistically at some of the courses of action open to you.

Thinking about leaving? Possibly you have doubts about the desirability of being in college at all. If so -- and you're reasonably sure that it's not just a temporary mood -- this is probably a good time to take stock of the pros and cons of your staying in school vs. leaving. If you need help to sort through your thoughts and feelings, your academic advisor or a member of the Counseling Center staff should be able to provide that help.

Suppose you do withdraw? How do you think you'd feel about not being in school? Would your plans be seriously disrupted? Perhaps you find you have low grades in most of your courses, and feel you're caught in a vicious circle of "having" to have a college education, but not really wanting to be in college now. You'd much rather be out on your own, and don't feel you're ready to do what a college demands. Possibly this place is too big, and you haven't been able to feel you belong. Then again, maybe you just want to see some of the world first, or work and get to know yourself before making the substantial investment of time, money and yourself that college demands.

So what are some of the possible courses of action you might take?

I. CONFER WITH OTHERS TO HELP YOU TAKE STOCK OF YOURSELF.

Deciding whether to withdraw is important enough to you to warrant using as many resources as are available to thoroughly study the pros and cons of withdrawing and particularly the consequences of whatever you decide to do. You have probably already done some of this by yourself. You may or may not have conferred with others about it. Most students indicate they try to resolve questions themselves, then confer with friends or relatives or advisors, then counselors. They go as far beyond just themselves as they need to in order to resolve their questions.

What comes to mind when you have thought of withdrawing? While everyone's thoughts would be different, a general description seems to be a feeling of discomfort and a need to get one's bearings or sense of direction in some way that is important to you. What are these sources of discomfort? The following categories may be helpful to you to consider:

a. Poor academic achievement -- at least as you see it (This category constitutes only about one in every three students however.)

b. Doubts that you will ever graduate -- (Consider that this may be situational or trnasient in nature.)

C. Emotional-social adjustment problems that interfere with life as a successful college student.

d. Lack of goals or lack of progress toward them -- whether involving a major , a career and/or the kind of person you are.

e. Doubts that this campus environment is a satisfying place for the kind of person that you are.

f. Financial difficulties -- present or anticipated shortages, debts, need for immediate or long term loans, etc.

Remember that there are a variety of helping resources on the campus to help you take stock of yourself. These resources are most available to you while you are still a registered student, here. In addition to yourself, friends and relatives, you may want to consider talking to people in:

Counseling Center (Chaminade Hall, 436-3135)

Learning Assistance Center (Academic Library, 436-3203)

Financial Aid Office (Admininstration Building, 436-3141)

Campus Ministries (Treadaway Hall, 436-3213)

Family Life Center (Treadaway Hall, 436-3133)

Vice President Student Services (University Center, 436-3331)

Student Health Services (Charles Francis Hall, 436-3506)

Office of Student Life (University Center, 436-3714)

Registrar's Office (Administration Building, 436-3701)

Faculty Members and Advisors in each department.

Although there is no requirement that you use these resources, they are available (1) to help you consider the advantages and disadvantages of withdrawal, (2) to explore your own personal reasons for wanting to withdraw, and (3) to discuss the various options, academic and career, that are available. They are good sources of information about readmission and reinstatement.

It is probably to your advantage to take thorough stock of your situation before you make a decision. In the process of taking stock of yourself, two aspects of your studies are worth considering:

A. Efficiency of your study skills. Do you use your reading and study time as well as you could? Do you remember what you've read? Maybe you have reading speed or comprehension problems...writing or spelling problems... notetaking or listening problems. On the other hand, possibly you don't know what your study problems are. The place to go is the Learning Assist-

ance Center in the Academic Library. If you really want to make some changes -- and keep in mind that habits can be hard to break — they can probably help you if you are willing to work.

B. Appropriateness of your major field. Possibly there are courses in your chosen major field which have been giving you trouble and that hold no interest for you, and you might want to change majors. If you can figure out where you want to transfer, then transferring from one major to another is merely a matter of completing a change of major form.

If you are undecided about a major the Counseling Center and/or your faculty advisor provide academic advising. At the Center, you are able to work with an advisor for as long as you choose while you decide about your major and goals. For more information, call 436-3135 or visit the Center in the Chaminade Hall Basement.

Some conclusions you may reach are:

II. CONTINUE IN COLLEGE HERE

If you do decide to continue in college here, you have increased the chances that you will feel less discomfort and will be in the best position to benefit from your college life here. The Counsleing Center (436-3135) may help you to deal with any discomfort you may still have.

Another conclusion you may reach is:

III. DECIDE NOT TO CONTINUE IN COLLEGE WORK AT THIS TIME

Perhaps you have come to the conclusion that you really don't want to be in college right now...that you need some time to get to know yourself and what you want to do before you invent time and money and efforts in college.. This is a very acceptable decision to make. Going to college between the years of 18 and 22 is not the thing for everybody. Maybe you want to try out some jobs to see what you might like to do...what you are good at...maybe seeing what the world is all about.

Perhaps this semester has been a mistake, your achievement does not reflect your abilities, and academic dismissal seems inevitable at the end of the current semester. Possibly temporary withdrawal from the University should be your course of action to avoid living with failing marks which will be counted in your grade point average when you return.

In many ways, this decision may make a lot of sense -- it gives you time to plan your future without feeling quite so much pressure. For your convenience, the specific regulations governing withdrawal are provided in Section VI.

IV. LEAVE THE UNIVERSITY AND APPLY TO ANOTHER COLLEGE OR UNIVERSITY.

A. What are your chances of being admitted to another school if you withdraw or have already withdrawn?

It depends. Each school has its own admissions requirements and makes its own judgments. It is not impossible that some schools might admit you for the next semester if it is not too late to apply.

B. How do you discover colleges to apply to?

There are several books available in most libraries and at many bookstores, in the Counseling Center and the Career Resource Library which give a listing of schools by states, a few are:

1. Guide to Colleges, Lovejoy.
2. American Guide to Colleges and Universities.
3. Guide to Two Year Colleges, Barron.
4. Vocational School Guide, Lovejoy.
5. The College Blue Book.

There are also several college catalogs of schools in the area on the shelf in the Career Resource Library in the Counseling Center. In addition, the Career Resource Library in the Counseling Center (436-3135) has information on a variety of educational alternatives.

V. LEAVE THE UNIVERSITY TO LOOK FOR A JOB

If you're leaning toward entering the world of work and feel you have a reasonable understanding of yourself, the Career Planning and Placement Center is a logical place to start. This is true even if you've been out of college for some time and haven't found a job you like. The Career Resource Library is extremely well stocked with information on general career areas. Workshops are held frequently on job search strategies, resume writing and interviewing skills.

For example, the job-hunting student can obtain results through the simple tactic of asking for referrals at the end of interviews which didn't work out. You should attend the workshops to obtain valuable information.

If your decision to leave school is contingent upon availability of financial aid, you might be interested in a part-time job. The Career Planning and Placement Office maintains a list of current job openings in the San Antonio area. This resource would be a good way to finance your educational and personal needs.

VI. STEPS FOR WITHDRAWING FROM THE UNIVERSITY

If you wish to leave the University between semester, simply do not register for any courses for the coming semester. If you have already preregistered, remember that you must cancel your pre-registration and, if you have them, your housing and board contracts. Otherwise you will receive a bill from the University. If, however, you wish to withdraw during a semester, you should take the following steps: (see attachment "Withdrawal from all courses").

VII. SUMMING UP

There are several possible courses of action for you to take. After you have considered your reasons for leaving or staying and the possible courses of action which you may take, then you are in a better position to make an appropriate decision...a decision which is best for YOU at this time. If, at a later

time, you feel that another decision is best, you can always make other plans. For example, many students "stop-out." These students withdraw from the University for some period of time and then return here or elsewhere.

Readmission is not a difficult process. It is often automatic for students who do not have multiple withdrawals.

The crucial thing is to make appropriate plans for the future and to decide on the best way YOU can reach your goals.

WITHDRAWAL RESOURCE/REFERRAL LIST

ADULT STUDENTS	Jackie Ribaudo	A-10	1192
	Dr. Brad Brunson	Counseling Center	3135
CRISES (personal, etc)	Dr. Brad Brunson	Counseling Center	3135
	Dr. Bob Babcock	Counseling Center	3135
	Dr. Dan Carey	University Center	3331
FINANCIAL ASSISTANCE	A-B Mike Ramsey, Director	A-104	3141
	C-E Lupe Valdez		
	I-P Melba Lopez		
	Q-Z Therese Eyermann		
	NDSL Lupe Valdez		
	CWS Melba Lopez		
	TEG Therese Eyermann		
HOUSING	Mike Occhialini	University Center	3714
DISCIPLINE	Bro. DuWayne Brisendine	University Center	3714
STUDY SKILLS	Filo Maldonado	Academic Library	3203
ACADEMIC CONCERNS			
Arts & Sciences	Dr. Jerome Matz	R-102	3737
School of Business	Dr. George Petrello	Business Bldg.	3705
Division of Engineering	Dr. Turgut Ozan	Math & Science Bldg.	1475
School of Law	Dean James Castleberry	Law Library	1352
ADMISSIONS PROBLEMS	Fernando Yarrito, Director	Chaminade Hall	3126
	Candace Kuebker, Assoc. Director	Chaminade Hall	3126
REGISTRAR PROBLEMS	Rev. Paul Ryan	A-105	3701
	Helen Garza	A-105	3701
	Karen Lewis	A-105	3701
BOOK RETURNS	Henry Reinbolt	Bookstore	3406

CAREER PLANNING

& PLACEMENT

Rose Mary Droke, Director Chaminade Basement 3132

Kathy Sisoian, Coordinator
Career-Related Part-Time
Placement.

APPENDIX D

ST. MARY'S UNIVERSITY
OF SAN ANTONIO
VICE PRESIDENT STUDENT SERVICES
UNIVERSITY CENTER
436-3331

EARLY WARNING REFERENCE SYSTEM

St. Mary's University of San Antonio, in its relationships with students, subscribes to a concept of conserving human resources. This is important not only to maximize the educational benefits available to the individual student, but to minimize unnecessary student dropouts which in turn may seriously affect institutional progress. In your various faculty roles as instructor, advisor, organization sponsor, you may encounter students with problems with which the various services of the University may be of assistance.

The sole purpose of this reference form is to enable you to call to the attention of those services a concern of yours with respect to an individual student. This report will in no way result in discipline of the student; the Office of the Vice President Student Services will serve in a clearinghouse function, calling the problem to the attention of the appropriate counselor or service.

Thank you for your cooperation.

TO: Vice President for Student Services DATE: _____

NAME OF STUDENT: _____

NATURE OF PROBLEM:

( ) Excessive absences in course: _____

( ) Possible health problems

( ) Possible emotional problem.

( ) Inadequate academic background/preparation.

( ) Career/vocational counseling needed.

( ) Other (Please specify below).

REMARKS and/or RECOMMENDATIONS FOR ACTION: _____

_____

_____

_____

_____

Please check if you would like a follow-up call on disposition of this matter ( ).

Initiated by: _____ Phone: _____

APPENDIX E

CHARACTERISTICS OF POTENTIAL DROPOUTS

- Student who does not appear to have friends.
- Student who has not completed registration.
- Student who has not bought books.
- Student who does not begin or continue to attend classes.
- Student who either sleeps excessively or very little.
- Student who is withdrawn or frightened.
- Student who seems bewildered or disoriented after the initial shock of leaving home.
- Student who does not take part in any formal or informal activities.
- Student who alters an established pattern of behavior.
- Student who exhibits general characteristics of depression.

This condition can also lead to a change in eating habits, an inability to sleep (or fitful, non-restful sleep) and decreased energy leve. A depressed individual usually has a sad or tense facial expression, tends to speak in a low or hesitant voice, and may inexplainable cry. Ironically, people who exhibit these traits do not consider themselves depressed; they simply do not relate their physical problems to the general lowering of mood.

Other important clues to depression, or ineffective coping, are difficulties in making decisions, an inability to concentrate, and a marked tendency to put things off especially things that involve change or a risk on the part of the depressed individual. The depressed person usually has difficulty in reading and writing, and may be slow to think or act. They usually have a need to withdraw--not to be alone--but because they're afraid of contact with others. Painful loneliness, thus is preferable to the possibility of rejection that could result from interpersonal contact.

WHAT SHOULD YOU DO IF YOU THINK A STUDENT WANTS TO QUIT SCHOOL? CALL DR. BRADFORD I. BRUNSON OR ANY OF THE PROFESSIONAL STAFF OF THE UNIVERSITY COUNSELING CENTER, 436-3135, LOWER-LEVEL OF CHAMINADE TOWER.

APPENDIX F

ST. MARY'S UNIVERSITY OF SAN ANTONIO

Date

STUDENT EXIT INTERVIEW/SURVEY

Student's Name

University I.D. Number

To provide better services and educational programs, we need to understand more about students who decide to withdraw from college. We are especially interested in knowing if we can or could have done something to help you complete your education at St. Mary's University. The purposes of this survey and interview process are:

1) Discover if there is a particular crisis or catastrophic event which is causing you to leave. If so, we will try to expedite your leaving, and ask you only to identify the problem (see Section I - Crisis Event). You need not complete the remainder of the questionnaire if you are in this situation.
2) Gain information which can help us understand the problem(s) you are experiencing and, if possible, help you find solutions.
3) Aid us in developing new programs and revising current procedures which may be causing problems.

Please read the directions carefully. If you have questions, please feel free to ask for clarification from the person who gave you the survey.

SECTION I - Crisis Events

Please check (✓) yes or no and provide details if requested.

Illness

1) Are you seriously ill or have you had an accident?

_____Yes _____No

If yes, would you please provide us details for our records:_____

_____

2) Is a member of your family seriously ill (or had an accident)?

_____Yes _____No

If yes, would you please provide us details for our records:_____

_____

3) Has there been a death in your family?

_____Yes _____No

Other

4) Is your family moving to another location?

_____Yes _____No

If yes, please explain your reasoning for withdrawing:_____

_____

5) Are you getting married?

_____Yes _____No

If yes, please explain your reasoning for withdrawing:_____

_____

6) Has there been some other serious crisis in your family which requires your presenc at home?

_____Yes _____No

If yes, please check (✓)one of the following:

_____I am getting a divorce.

_____My parents are getting a divorce.

_____I am having problems with a personal relationship.

_____Other (please specify)_____

_____

IF YOU HAVE ANSWERED YES TO ANY OF THE FIRST SIX QUESTIONS, IT IS NOT NECESSARY FOR YOU TO FINISH THE REMAINDER OF THIS QUESTIONNAIRE.

SECTION II - Financial Problems

Please check (✓) any of the following items which apply to you:

_____I am (was) unable to pay my registration fee.

_____I do not think I can pay for my housing and food.

_____I have lost my job.

_____I did not get a job.

_____One of my parents or my spouse has lost their job.

_____I am going to be in debt.

_____I did not get a loan.

_____I did not get a scholarship or grant.

_____Another source of money I was expecting failed to materialize (please specify):

_____

_____One or more of the above items was a major reason for my decision to withdraw. If you checked this item, please indicate the most important reason above by circling the entire item. If you have additional comments, please make them on the back of this sheet.

SECTION III - Personal Characteristics

Indicate the degree to which the following statements are true for you by circling the appropriate letters:

DT = Definitely true.

T = More true than false.

I = In between.

F = More false than true

DF = Definitely false.

1. It is easy for me to make new friends	DT	T	I	F	DF
2. Rather than having many friends, I tend to have only a few close ones.	DT	T	I	F	DF
3. Generally, I don't worry much about whether or not people like me.	DT	T	I	F	DF
4. I look forward to the opportunity to make new friends in new situations.	DT	T	I	F	DF
5. I tend to be ill at ease around people I don't know.	DT	T	I	F	DF
6. I have no doubts about wanting to attend college.	DT	T	I	F	DF
7. I expect college will help me clarify my goals and plans.	DT	T	I	F	DF
8. It bothers me that I'm still not certain of my goals and plans.	DT	T	I	F	DF
9. Those who attend college without having a clear goal will probably waste their time.	DT	T	I	F	DF

10) I am committed to working hard on my college studies. DT T I F DF

11) I expect to "turn over a new leaf" at college. DT T I F DF

12) I worry about whether I have enough ability to succeed in College. DT T I F DF

13) I worry about whether I have enough self-discipline to succeed in college. DT T I F DF

14) The ability to read rapidly is one of my strong points. DT T I F DF

15) I developed good study habits in high school DT T I F DF

16) I generally feel confident when working with formulas and other mathematical tools. DT T I F DF

17) I have a tendency to "put off until tomorrow what could have been done today". DT T I F DF

18) It would embarrass me to drop out of college. DT T I F DF

19) Some people I respect will be disappointed in me if I don't do well in college. DT T I F DF

20) I have a tendency to become discouraged too easily. DT T I F DF

21) One of my weaknesses is a failure to complete tasks I start. DT T I F DF

For the items on the following list, indicate how frequently you have done each by circling the appropriate number:

0 = Never 1 = Once 1+ = More than Once.

22) Spent a week or more away from parents at a camp or similar activity. 0 1 1+

23) Worked full time during the summer. 0 1 1+

24) Lived away from my parents for a period of at least three months. 0 1 1+

25) Taken an out of town vacation without my parents. 0 1 1+

26) Fulfilled a major responsibility (e.g., a construction project, a school activity like editor of the paper, directing a special school, church, or community performance.) 0 1 1+

27) In your immediate family (parents, brothers and sisters), how many have attended college?_____ Graduated from college? _____.

28) During this past year, how often have you satisfied your curiosity by:

a) Looking something up in an encyclopedia?

_____ Never _____ 4 - 10 times

_____ 1-3 Times _____ More than 10 Times

b) checking out material from the library?

_____ Never _____ 4-10 Times

_____ 1-3 Times _____ More than 10 Times

c) seeking information or opinions of experts?

_____ Never _____ 4-10 Times

_____ 1-3 Times _____ More than 10 Times

29. Have you been actively encouraged to attend college by:

a) Your parents? _____Yes _____No

b) Your school counselor? _____Yes _____No

c) A teacher other than a counselor? _____Yes _____No

d) A person you have dated? _____Yes _____No

e) Your friends? _____Yes _____No

SECTION IV - Administration/Academic Procedures

The questions below relate to the advisement, enrollment, and registration for this semester. Please check (✓) if this item was true of false.

Check (✓) all that apply.

A. Advising

True	False	
____	_____	I did not see an advisor (if true, skip to B below).
____	_____	My advisor seemed rushed and hurried.
____	_____	My advisor did nothing but sign my schedule.
____	_____	I had all the time I needed with my advisor.
____	_____	There was a long line waiting to see my advisor.
____	_____	My advisor made me feel inferior.
____	_____	My advisor was pleasant.
____	_____	My advisor made me feel like I was bothering him/her.
____	_____	My advisor discussed requirements with me.
____	_____	My advisor gave me help in selecting courses.
____	_____	My advisor told me how the courses I signed up for were related to requirements in my curriculum.

True	False	
____	_____	My advisor helped me develop a plan for when I would take various required courses.
____	_____	I do not know my advisor's name.
____	_____	I do not know how to change advisors.

Was one or more of the above experiences a major reason for your decision to withdraw?

_____Yes _____No

If yes, please indicate the major experience by circling the entire item. If you have additional comments, please make them on the back of this sheet.

B. Enrollment

True	False	
____	_____	I did not enroll (if true, skip to C below).
____	_____	I was confused by the enrollment process.
____	_____	I had to wait in a long line.
____	_____	I had to wait a long time.
____	_____	I was able to get all the courses I wanted.
____	_____	The enrollment staff was helpful.
____	_____	I was in and out very quickly.
____	_____	I was sent from one place to another.
____	_____	No one knew what they were doing.
____	_____	I was enrolled only in some of the courses I wanted.
____	_____	The enrollment staff treated me courteously.
____	_____	Things were disorganized.

Was one or more of the above experiences a major reason for your decision to withdraw?

____Yes _____No

If yes, please indicate the major experience by circling the entire item. If you have additional comments, please make them on the back of this sheet.

C. Registration

True	False	
____	____	My registration materials were ready.
____	____	I finished in 20 minutes or less.
____	____	There were long lines.
____	____	Things were disorganized.
____	____	My schedule of classes was incomplete.
____	____	My schedule conflicted with my work.
____	____	I was not prepared to pay full fees.
____	____	My loan, scholarship or grant was not ready.
____	____	The registration staff was helpful.
____	____	No one knew what they were doing.
____	____	The registration staff treated me courteously.

Was one or more of the above experiences a major reason for your decision to withdraw?

____Yes ____No

If yes, please indicate the major experience by circling the entire item. If you have additional comments, please make them on the back of this sheet.

SECTION V - St. Mary's University Experiences

For Parts A and B below, indicate (circle) the degree to which the following statements are true for your experiences at St. Mary's University.

DT = Definitely true.

T = More true than false.

I = In between.

F = More false than true.

DF = Definitely false.

A. Personal/Social Experiences

1. I have (or have developed) a commitment to a personal relationship elsewhere. DT T I F DF

2. Not enough time to do what I want to do.	DT	T	I	F	DF
3. Not enough time (or opportunity) to be alone.	DT	T	I	F	DF
4. I feel I am under emotional strain.	DT	T	I	F	DF
5. My living (housing) arrangement is unsatisfactory.	DT	T	I	F	DF
6. I do not like one or more of my roommates.	DT	T	I	F	DF
7. I do not get to go home as often as I like.	DT	T	I	F	DF
8. I am homesick.	DT	T	I	F	DF
9. I didn't get into a social group (fraternity/ sorority) I wanted to join.	DT	T	I	F	DF
10. I have not made as many friends at St. Mary's University as I wanted.	DT	T	I	F	DF
11. I do not have enough time for recreational/social activities.	DT	T	I	F	DF

Was one or more of the above experiences a major reason for your decision to withdraw?

_____Yes _____No

If yes, please indicate the major experience by circling the entire item. If you have additional comments, please make them on the back of this sheet.

B. Academic Experiences

1. I have difficulty finding enough time to study.	DT	T	I	F	DF
2. The courses are difficult for me.	DT	T	I	F	DF
3. I am disappointed in how much I am learning.	DT	T	I	F	DF
4. My grades are bad.	DT	T	I	F	DF
5. My academic work load is heavy.	DT	T	I	F	DF
6. My grades are lower than I expected.	DT	T	I	F	DF
7. I feel "turned off" by several of my courses.	DT	T	I	F	DF
8. In general, my teachers don't seem to care about me.	DT	T	I	F	DF
9. I am getting behind in my classwork.	DT	T	I	F	DF
10. I found out that St. Mary's University does not have the program I want.	DT	T	I	F	DF

Was one or more of the above experiences a major reason for your decision to with-

draw?

_____Yes _____No

If yes, please indicate the major experience by circling the entire item. If you have additional comments, please make them on the back of this sheet.

If you are an entering freshman or transfer student, please answer the following questions:

1) When did you attend enrollment? Please check (✓) one.

April _____

June, ONE DAY _____

June, TWO DAY _____

Summer drop-in _____

August _____

Mail-in _____

2) When did you apply for admission to St. Mary's University? Please check (✓) one.

Prior to January, 1983 _____

Jan., Feb., March, 1983 _____

April, May, June, 1983 _____

July, 1983 _____

August, 1983 _____

APPENDIX C

ST. MARY'S UNIVERSITY OF SAN ANTONIO
UNIVERSITY COUNSELING CENTER
WITHDRAWAL INFORMATION

NAME_____ DATE_____

I.D. #_____ DATE OF BIRTH _____

COLLEGE_____ MAJOR _____

STATUS: 1 2 3 4 (Circle One) SEX: MALE ___ FEMALE _____

1. Did you enter college directly after High School? _____
2. How many semester have you completed at St. Mary's University? _____
3. What other colleges have you attended? _____
4. Have you withdrawn from St. Mary's University before? _____
5. What circumstances are causing you to consider withdrawing?

_____ Academic
_____ Employment
_____ Family illness/death
_____ Financial
_____ Health
_____ Housing
_____ Personal
_____ Suspension
_____ Transfer

Please explain:_____

_____

_____

6. Referral suggested _____
7. Is there anything that we can do to help you to stay in school? _____

_____

8. Have you discussed your situation and plans with any of the following?

_____ Academic Advisor
_____ Counseling Center
_____ Student Life
_____ Family
_____ Financial Aids Office
_____ Campus Ministry
_____ Friends
_____ Health Service
_____ Instructors
_____ Residence Hall Staff
_____ Special Supportive Services

Other _____

9. How often do you talk to your academic advisor? _____

10. Were you to receive any financial aid?

_____ BEOG _____ Guaranteed Student Loan

_____ DVR _____ NDSL

_____ G.I. BILL _____ Social Security

_____ Student Work _____ None

Other _____

11. What are your immediate plans? _____

12. When you first came to St. Mary's University, did you participate in any student orientation programs? _____Yes _____No

13. How do you feel about the degree of academic success you have achieved at St. Mary' University?

_____ Very Satisfied _____ Satisfied _____ Not satisfied

14. Do you plan to return to St. Mary's University or another school?

_____ Yes _____ No _____ Uncertain

School:_____ When: _____

15. What is your impression of St. Mary's University and how do you feel about your experience here?

_____

_____

_____

_____

16. What would you like to see changed at St. Mary's University? _____

_____

17. Additional comments: _____

_____

_____

_____

Interviewer Date

APPENDIX H

SYSTEMS FOR UNDERGRADUATE WITHDRAWALS
OFFICE OF THE DEAN FOR STUDENT LIFE
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

The Survey

A total of twenty colleges and universities responded to a letter of inquiry concerning the systems for undergraduate withdrawals employed within the various institutions. The answers represent approximately a 50% rate of return. This informal survey yielded a variety of interesting information and some rather surprising contrasts in procedure, most of which will be summarized herein.

Conclusions

Even this brief survey illustrates the wide range of policies and philosophies in individual withdrawal procedures. The physical location of withdrawals, whether it be Admissions and Record or Student Services, can usually give a fair indication of the institution's overall philosophy, facilitative or recordkeeping. This contrast can be characterized as process orientation versus goal orientation, although, certainly, some overlap occurs in both.

In the process oriented programs, usually offered through some section of Student Services, the Office of the Dean of Students, or the Counseling Center, emphasis centers on referrals and exploration of possible alternatives during a personal interview. As in the program at Southern Illinois University--Carbondale (SIU-C), a positive outlook is stressed and it is hoped that the student will feel more comfortable with the final outcome, whether it be to withdraw or remain in school. Further, the student is aware, during the interview process, that a part of the University Administration is genuinely concerned and actively listening.

Ideally, this type of program can generate much practical data for effective follow-up and possible changes in conditions or preventative programs. According to the

replies received, however, efforts of this nature are sparce and innovative programs almost nonexistent. Several smaller schools do seem to be making progress in this area with peer counseling or special withdrawal procedures for first term students, both freshman and transfers. The exception is College Q, which has instituted the peer counseling program to deal directly with potential and decided withdrawal students. This type of program may become more important and indeed necessary, as potential admissions continue to dwindle in the future. In contrast to a process orientation is the withdrawal program which is primarily goal oriented. These programs, located usually in Admissions and Records or the Registrar's Office, stress the recordkeeping aspect of withdrawals and do not emphasize the need for a personal interview. The object/goal is the accurate completion and processing of the necessary forms. The student's problem or dissatisfaction is not discussed in any depth, nor is there effort expended toward exploring alternatives, i.c., incomplete grades, remaining in school, counseling, etc. Data generated seems to be generally clerical as opposed to investigative, with few efforts made for follow-up.

It should be noted again, that this contrast is a generalization and overlap in orientation, process and goal, occurs in many of the individual schools. It does seem apparent, however, that the broad differentation in programs and the lack of consistent data collections and follow-up emphasizes a gap in many student personnel programs. Clearly, SIU-C should continue to stress the importance of the process oriented program currently in effect and make special and concerted efforts to collect, interpret, and utilize withdrawal data for the improvement of both the student's situation and the University.

WITHDRAWAL PROGRAMS

Programs offered for the withdrawing student seem to be influenced by a combination of enrollment size, staffing patterns, and general philosophy. While many schools view the student's withdrawal as a chiefly clerical process, others take a view

similar to that of Southern Illinois University, encouraging a helpful and facilitative relationship between the withdrawal staff and the student. The programs, in brief, from the institutions responding, will be summarized. Reports are further limited according to the amount and the nature of the information received. Colleges and universities are identified by state and total enrollment according to the Chronicle of Higher Education, 1978, 16, 4.

College A: Illinois, 2,180 enrollment

The withdrawal process is initiated with the Associate Dean of Students, preferably through personal contact. The Dean of Students then notifies the instructors, the student's counselor, and the Admissions Office. Records of reasons for withdrawal are kept on an informal basis.

College B: Illinois, 529 enrollment

Students planning to withdraw must report to the Dean of Students or lose credit for all registered classes and have transcripts frozen. Persons withdrawing prior to the three and one half week deadline have no grades. W-P or W-F is given to the student withdrawing after that week and up to the final deadline at the eleven one-half week mark.

College C: Illinois, 4,237 enrollment

In illness or emergency, the Dean of Men or the Dean of Women is contacted. All other students must report to and obtain the signatures of their academic advisor and Dean. They must proceed to the Counsleing Center as part of an effort to determine reasons and discuss alternatives to withdrawal.

The counselor checks with ROTC, Financial Aid, begins housing forms, collects the Library card, and obtains clearance from the Comptroller's Office. Some portion of the student's fees may be kept in escrow and applied to subsequent enrollment within one year. A staff of three conducts the exit interview.

College D: Iowa, enrollment 4,296

Each student must have two interviews, if possible, one with the representative from Student Life and one with the Assistant Dean or Dean of the individual's college. Student Life persons are chosen on the basis of their ability to work with students, to be objective, sympathetic, and empathetic listeners. Any reason for withdrawal is acceptable, but the student is encouraged to return or transfer. Primary tabulation is completed at the Cashier's and Registrar's Office once per year and withdrawals are listed according to year in school, sex, and college.

College E: Indiana, 893 enrollment

All withdrawal interviews are conducted by the Vice-President for Student Affairs. Possible referrals are explored and, as an interview sheet is completed, there is a strong emphasis on encouraging the student to leave with a positive feeling about the school.

College F: Illinois, 16,404 enrollment

This institution has recently transfered the base for withdrawals from the Counseling Office to the Office of Admissions and Records. Under the current system, the Director of Records handles all withdrawals through the first ten days. After that date, and through the final withdrawal deadline of week sixteen, the process is handled by the Director's receptionist. The receptionist gives the student a form to complete and answers any questions or refers them for further help to the Director. Withdrawal lists are then circulated to the appropriate offices and the student's instructors are notified.

College G: Illinois, 1,042 enrollment

The student at College G must have an exit interview with the Dean of Students, then clear a withdrawal form through the following individuals: 1) Academic Advisor, 2) Registrar, 3) Director of Student Assistance, 4) Student Accounts Supervisor, 5) Dean or Assistant Dean of Students, and if applicable, 6) Head Resident.

Also available at this school is a "leave of absence form" for the student anticipating a return at some future date. In this instance, no readmission is necessary.

College H: Wisconsin, 7,399 enrollment

Mail-ins are acceptable only for illness or in exceptional instances. Appropriate form for withdrawal interviews are completed in the Office of the Dean of the college in whi the student is enrolled. The interviewer, usually the Assistant Dean or the Director, smaller programs, explores reasons for withdrawal and possible alternatives. Tabulation on a weekly basis includes student name, address, last date of class attendance, and withdrawal date. An end of semester summary includes the categories of sex, college, and reason. No follow-up study has been conducted during the last five years.

College I: Missouri, 5,374 enrollment

Withdrawing Freshman must report to the Freshman Counseling Office to complete a withdrawal form and questionnaire. A first interview is arranged with a counselor and a second is scheduled with the Dean of Students or the Dean of Instruction. A positive outlook is stressed as well as a thorough discussion of the problem and possible alternatives. Withdrawal and stop-outs are both tabulated at the conclusion of each semeste Procedures for upperclassmen are essentially the same, although they report first to th University Counseling Center.

College J: Illinois, 16,182 enrollment

No interview procedure is used at this school. The student obtains a withdrawal form and approval through the appropriate dean. Follow-up studies are conducted after one year through the Division of Analytical Studies. After the sixth week of classes, the withdrawing student receives a W or a W-F. Prior to that date, only a W appears on the student's report card.

College K: Indiana, 24,014 enrollment

Withdrawals are handled through the Dean of Students Office where a staff member completes a request for withdrawal and conducts an exit interview. A student is given a W in all courses when the withdrawal is processed before week ten, after which a W, W-F, or W-N (no grade) may be given.

College L: Illinois, 2,475 enrollment

Students who have completed three quarters are eligible for a leave of absence requeste either by mail or in person. The withdrawal is handled by the student's Dean who helps the student complete a form and conducts an exit interview. No withdrawals are allowed during the last three weeks of the eleven week quarter.

Follow-up is sparce, but records indicate that approximately half of the students who withdraw will return, usually within two years.

College M: Illinois, 12,721 enrollment

The withdrawals at College N are processed through the Office of Student Personnel Services. The student is interviewed by any of the six staff members from Student Personnel or the University Counseling Center, concerning 1) immediate assistance and needs, 2) long range plans, and 3) research information.

College N: Michigan, 17,048 enrollment

Prior to mid-semester, withdrawal is a record keeping function and no counseling is required. After that time, however, no withdrawals are allowed except through an appea process which is rarely approved. The solicitation of Incomplete grades from individua instructors is the usual alternative route for withdrawing students. No statistics are kept and no specific staff provisions are made.

College O: Ohio, 14,043 enrollment

College O is primarily a commuter school and its withdrawal efforts represent a record-keeping function. The exceptions are first term students, Freshman, or transfer, as well as students not in good academic standing who must obtain the signature of their academic advisor before withdrawing. Little or no effort is made in the way of follow-up or special programs. W is given for withdrawals during the first six weeks of the quarter. After that time, F is given, but may be changed to W through an appeal to the student's academic Dean.

College P: Illinois, 8,633 enrollment

Students withdraw through the Office of Student Personnel Services. They are given a form which they must clear with the appropriate signatures from Textbook Service, the

Library, the Housing Office, etc. Registration then notifies the appropriate departments. Prior to day ten, withdrawing students receive W's in their courses, but from day eleven, to the end of the semester, they earn a W-P or W-F.

College Q: Illinois, 24,435 enrollment

This institution has recently organized a group of peer advisors to deal specifically with withdrawals. All of these individuals are students who have dropped out for at least one semester and then returned to school. The program is designed to answer questions about withdrawal and readmission procedures, make appropriate referrals, and to provide a supportive atmosphere for discussion. To complete a withdrawal, the student takes clearance papers through the college office, Student Services, Business Affairs, and Records.

College R: Illinois, 18,282 enrollment

At Southern Illinois University, Carbondale, the orientation of the withdrawal process is toward both the student and the University. For the University, the Student Life Office is the beginning of a process involving many offices, between which efficient and purposeful communications is essential.

Each student considering withdrawal is given the opprtunity to speak with a responsive caring representative fo the withdrawal staff. In connection with the interview process, the student's motivations are explored and alternatives are discussed. Appropriate referrals may be suggested. Currently, the withdrawal process is being revised and expanded to further involve the academic deans.

College S: Illinois, 7,783 enrollment

Withdrawals are handled through the Deans of each college. No further information was provided by the respondant.

College T: Indiana, 1,038 enrollment

Perhaps because of its small size, College T did not specify any withdrawal process. They do state that their restrictive admissions process and an extensive network of peer counselors eliminate many potential withdrawals. They also credit their Residence Hall staff members for their close contact with the students and their alertness to

personal problems. Administrators felt that, even with first semester students, the peer counseling is effectively cutting withdrawals.

College U: Indiana, 23,233 enrollment

Withdrawal offices for freshman are located in University Division while all other students are processed through the Counseling Center. Exit interviews focus on 1) explori the decision with the student, 2) discussing alternatives and options, 3) making appropriate referrals, and 4) informing students of re-entry procedures.

College V: Illinois, 2,232 enrollment

Students may withdraw any time during the semester and must complete a withdrawal card with signatures from the Office of the Dean of Students, Academic Dean, Comptroller, Athletic Department, and Physician. It is hoped that, through this process, the student will have some contact with a Personnel officer. In addition, the Registrars' Office notifies a staff member in the Dean of Student's Office when a student requests a transcript, indicating that they may be considering transfer, the Dean's Office may follow up as they feel is appropriate.

A withdrawal report is compiled by the Registrar at the conclusion of each semester. The first part of this report lists withdrawals by classification and sex while the second summarizes withdrawals by reason and sex. Further, a name listing is compiled which includes name, school, date of entry, classification, sex, race, SAT score, cumulative grade point average, date of withdrawal, and reason for withdrawal.

APPENDIX I

The following are the final recommendations from the 1977 Attrition Study. They were presented during a meeting with the President and were recorded only in outline form.

August 16, 1977

I. Financial Aid Opportunities

A. Losing about 15% who cannot afford to go to St. Mary's and (inference) cannot qualify for or do not apply for financial aid. (St. Mary's/UTSA Cost Comparison)

B. Cost Increase - Inflation demands more financial aid opportunities.

VP - SPS

Quality of Campus Life for Resident students

1. Living Accomodations

2. Recreation Facilities

II. Academic

Scheduling of Classes

Build Programs via Saturday and evening offerings/Summer

III. Academic Advising

A. Faculty Development - Develop training programs for academic advisors

1. Career Counselors

2. Academic Advisors

3. Awareness by professors of relevance to career

4. Coex

B. Personal Growth Contracts - AAHE Monograph

C. Build a student counseling/advising program from admissions through job placements (and follow-up of graduates)

D. *Develop training programs for support staff having direct contact with students

E. Establish Retention committee within each school or department to determine

activity programs appropriate in their area

1. Determine Drop-out rate
2. Build an early alert system
3. Listen to what students are saying
4. Establish sensitive exit interview process
5. Establish required pre-graduation interview

F. Undeclared Majors

1. Advisor is very important
2. ND1111 - Career Goals and Values
3. Fr. - Business Survey Course

IV. Admissions

I. Recruiting

A. Geographical

1. San Antonio

a. City High Schools - refer to Zip Code map attached

b. Area - transfer students -- especially active recruitment at SAC

c. Texas Valley - (University Mission)

d. Texas

e. Out-of-state

f. Foreign

B. Recruiters

1. Admissions Office professionals
2. Faculty per department or ratio per department - Faculty Development/Contract Commitment i.e., - Speak to area High School Math Clubs: FTA

C. Target Population

1. Women - New Horizons - Mariz Knox
2. Veterans - Henry Krawiec

a. Expand off-campus programs

b. Modify admissions procedures

3. Adults - The New Learner

4. Part-time students

5. Continuing Education - Spikes

Credit/Non-credit